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ABSTRACT

This K-2 teaching guide suggests activities which focus on teaching respect for law and order. Divided into three sections (kindergarten, grade 1, and grade 2), the guide specifies the understandings to be developed at each level and provides learning activities dealing with rules and laws governing behavior at home, in the classroom, on the playground, and going to and from school. An annotated list of relevant teaching materials (books, films and filmstrips, records and tapes) is included in each section.
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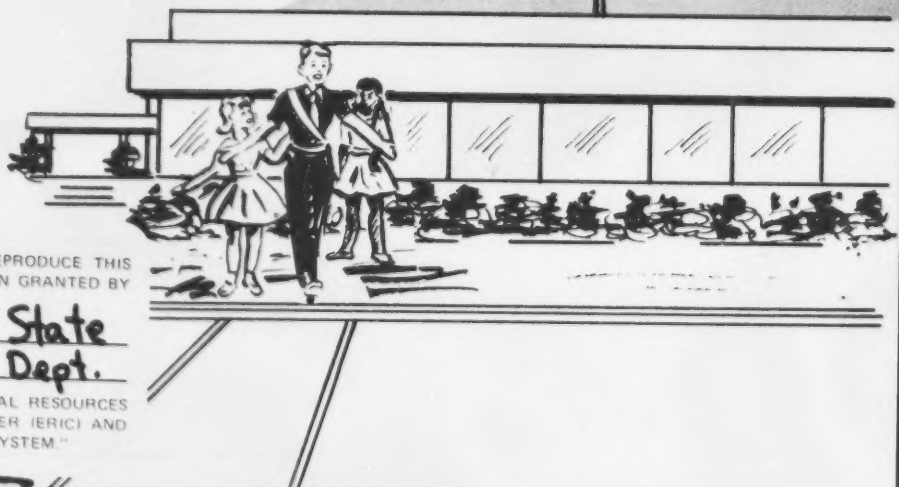
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for

RULES *and* LAW

HELPING YOURSELF AND OTHERS

A K-2
TEACHING
SYSTEM



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BUREAU OF ELEMENTARY CURRICULUM DEVELOPMENT / ALBANY / 1969

RESPECT FOR RULES AND LAWS

Helping Yourself and Others

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THE UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT
BUREAU OF ELEMENTARY CURRICULUM DEVELOPMENT/SEPTEMBER 1969

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FOREWORD

One of the more serious problems facing our country today is the growing disrespect, especially on the part of young people, for the rule of law and for those aspects of polite behavior which make for a stable, ordered society. One has only to look at the skyrocketing crime figures, the violence in our inner cities, the strikes by public employees, and the rising tide of disruptive acts on college campuses, to see that our social order is very seriously being tested.

Many feel that the school must take an additional responsibility in dealing with this situation. There is no denying the fact that parents' attitudes in the handling of their children are important, but it is in school that the child first faces a social situation in which the following of rules is essential to individual and group success. For this reason, the Curriculum Development Center has excerpted and highlighted those parts of the Social Studies Program which deal with teaching respect for the rule of law and elements of polite behavior which make for orderly social interaction.

This present publication is intended for use in Kindergarten through second grade, for it is with young children that the seed must be planted and that an all-out effort must be made to instill understandings and attitudes that will endure. It is felt that emphasis on the importance and necessity of rules, laws, and proper behavior at this level will equip most children with a point of view, as well as social skills, which they may well carry with them throughout life.

As is usually the case with recent publications of the Bureau of Elementary Curriculum Development, this Teaching System was prepared by a writing team of experienced teachers. They were Marjorie Geison of the North Colonie Schools, and Kathleen Horvath of the Scotia-Glenville Schools. They were assisted by Joan Byam, elementary librarian from the North Colonie Schools. The manuscript was prepared for press by Howard Yates of the Bureau's Staff.

Robert H. Johnstone, Chief
Bureau of Elementary
Curriculum Development

William E. Young, Director
Curriculum Development Center

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KINDERGARTEN

Stating the Problem

- Why do we need rules and laws to govern behavior at home, on the street, on the playground, and at school?

Understandings To Be Developed

1. There are certain rules and laws which must be observed for the common good.
2. There is a need for rules and laws:
 - . in the home
 - . coming to and from school
 - . in the classroom
 - . on the playground

Information Needed (To develop understandings)

1. Why are rules and laws necessary?
2. What type of rules and laws do we need to follow daily?
3. Why do we need safety rules?
4. Why do we need to be courteous to others?
5. What rules do we need to follow:
 - . in the home
 - . coming to and from school
 - . in the classroom
 - . on the playground
6. Whose responsibility is it to follow rules and laws?
7. How does the following of rules and laws help us to respect the rights and property of others?
8. What might happen if there were no rules and laws?

Learning Activities (Home)

1. Have the children dramatize the story The Little Family, by Lois Lenski*. Draw a parallel between the work and play of the Small family to that of the children's families?
2. Ask the children to share ways in which their families work and play together. Through such discussion, help the children understand that rules of cooperation and courtesy are an integral part of a family living, working and playing together.
3. Show and discuss the film "Families and Rules - Watch How Well Everything Works." (McGraw-Hill)
4. Help the children to become aware of how rules help to make their homes pleasant places. Ask each child to tell of one rule that he and his family follows. Lead the children to an awareness that many of the rules followed by one family are also followed by many families.
5. Help the children to formulate a list of "Happy Family Rules." Include such ideas as:
 - . obeying mother and father
 - . helping with household chores
 - . being responsible for personal belongings
 - . sharing with brothers and sisters
 - . being kind and patient
 - . using polite language
6. Read stories which illustrate the love, respect, and understanding needed between family members. Suggestions are:

Too Many Sisters (Beim, J.)

Kid Brother (Beim, J.)

Quiet Mother and Noisy Little Boy (Zolotov, C.)

At Our House (Lenski, L.)

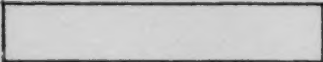
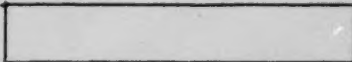
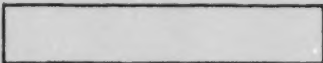
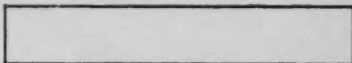
My Family (Schlein, M.)

Papa Small (Lenski, L.)

7. Show the filmstrip series "The Home Community." (EBF)

* See materials list for complete information on books, films, filmstrips.

8. Plan a bulletin board. Have the children draw pictures which illustrate a rule they follow to help make their homes happy places. Ask each child to dictate a "caption" for his picture.

This Is A Happy Family	
 working together in the yard	 saying please and thank you
 sharing toys	 obeying mother

Learning Activities (Classroom)

1. Ask the children to tell why their classroom is a happy and pleasant place to be. Through the discussion, try to create an understanding that there are certain rules and procedures to be followed in order to make the classroom this way.
2. Discuss with the children the reasons for having rules and procedures for:
 - . the bathroom
 - . snack time
 - . fire and air raid drills
 - . using and caring for materials
 - . working and playing together
 - . conduct

Help the children to understand that rules and procedures make the classroom orderly and orderliness contributes to happiness.

3. Read stories such as:
 - Andy and the School Bus (Beim, J.)
 - Good Morning, Teacher (Barr, J.)

4. Teach songs about school. Suggestions are:

In School

(American Singer - Grade 1)

School Time

5. Show the filmstrip "Our Job in School" - from the School Community series. (EBF)
6. Practice fire and air raid drill procedures. Talk with children about the necessity for following the rule of taking one's place quickly, quietly, and politely.
7. Discuss with the children how classroom materials help to make learning more enjoyable. Lead them to understand the importance of sharing as well as caring for these materials.
8. Have work and play activities dramatized to illustrate the interaction of cooperation and courtesy in all classroom activities.
9. Have the children role-play "negative" classroom situations (quarreling, misusing materials, impoliteness, etc.) Discuss how the situation could be improved and then have it role-played in the positive sense.
10. Plan a group activity such as the making of fudge, lemonade, or applesauce. This type of activity can be used to demonstrate the necessity for cooperation and following directions.
11. From the above activity, plan a "party" whereby the children can practice social courtesies.
12. Listen to a recording of H. C. Andersen's The Ugly Duckling. Discuss why it is best to be polite and considerate to everyone.
13. View the film "We Go to School" (Coronet) which emphasizes individual responsibility and consideration of others.
14. Play the game "Guess Who?" Have a child give a brief description of the traits he admires in one of his classmates without indicating the child's name.
15. Plan a bulletin board which motivates the following of:
 - . rules of courtesy
 - . rules of cooperation

A suggestion is: Draw a ladder. On each rung list of specific rule in question form. "Climb" the ladder with the children responding. Conclude by having the motivating caption "read" and answered.

Can We Climb to the Top?

etc.
Do we use work materials carefully?
Do we help one another?
Do we share table-top toys?

Learning Activities (Playground)

1. Show and discuss the filmstrip "Playground Safety" (Bailey) which shows primary children participating in safe playground procedures.
2. Take the children onto the playground and demonstrate the correct and safe way of using the equipment and apparatus.
3. Play "What Might Happen?" whereby the children predict the possible outcomes or consequences if the rules of safe playground behavior are not followed. To illustrate:

What Might Happen?

- . if John stands instead of sitting on the swing
 - . if Jane does not wait her turn to go down the slide
4. Read Safety Can Be Fun (Leaf) which illustrates the consequences of unsafe playground procedures.
 5. Discuss why it is necessary to share and take turns on the playground. Through such discussion, help the children understand that, by following rules of cooperation and courtesy, the playground is a pleasant place for all.
 6. Introduce a game which requires taking turns. At the conclusion of the activity ask the children to tell what the game would have been like if there had been all leaders and no players.
 7. Teach the song Won't You Come Out? (American Singer)

8. Discuss the feelings one has toward those who do not play fairly. Draw from the children the ways in which they can help each other to be good playmates.
9. Choose a game such as "Duck, Duck Goose." Give but one direction, run when you hear the word "goose." Confusion will result and the point can be made that we need to know and follow all of the rules before the game can be orderly and fun.
10. Have the children draw or paint pictures illustrating the rules of playground safety and courtesy. These pictures could be bound to make a class scrapbook entitled, "The Fun Way is Our Way."

Learning Activities (Going to and from school)

1. Stimulate interest by exhibiting and discussing a poster or picture which illustrates coming to school safely. Through such discussion, help the children to become aware of the reasons for following rules of safety.
2. Show a filmstrip such as "Safety - Coming to School and in School." (Eye Gate)
3. Help the children determine those rules of safety they need to follow when going to and from school. List on chart paper and supplement with simple illustrations.
4. Have children role-play the rules of safety they observe as walkers or bus riders.
5. Play "What Might Happen?" whereby children predict the possible consequences of not following safety rules. Example "What Might Happen":
 - . if you cross on the red
 - . if you do not look both ways before crossing the street
 - . stand, not sit on your bus seat, etc.
6. Teach a safety song(s) such as "Stop, Look and Listen," from This is Music.
7. Help the children compose simple safety rhymes or poems such as:

On the bus, I like to ride
I always keep my hands inside

I look up
I look down
When I cross the streets in town.

8. Play a safety game. An example is the Stoplight Game.

Make a large cardboard or construction paper circle in each of the stoplight colors. Arrange children in a semicircle. Give instructions for stopping, looking or going by holding up the appropriate "stoplight." At the sight of the red, children stand still; at the yellow, children look both ways; and at the green, children march in place.

9. Discuss the helpfulness of the school safety patrol and crossing guards. A culmination of the discussion might be the making of simple safety-patrol badges.

10. Impress upon the children the need for following the rule of:

- . not talking to strangers
- . by refusing rides offered by strangers
- . not accepting gifts from strangers
- . avoiding dark and lonely streets

Stress the importance of notifying parents and police in the event of being confronted with such a situation.

11. Ask the children to share instances when they have seen a policeman at work. Use the children's experiences to begin to develop the understanding that a policeman does what he does in order to help make life safe, orderly, and pleasant.
12. Show films or filmstrips which illustrate how a policeman is a friend and worker who protects us, our homes, and our community. Suggestions are:

The Policeman (EB Films)

The Policeman (McGraw-Hill filmstrips)

13. Teach "The Policeman's Song" from Together We Sing or "The Traffic Officer," from American Singer. (Book 2)

14. Read stories which illustrate the duties and helpfulness of the policeman. Suggestions are:

I Want To Be a Policeman (Greene, C.)

Policeman Small (Lenski, L.)

The Boy Who Would Not Say His Name (Vreeleen, E.)

Make Way for Ducklings (McCloskey, R.)

The True Book of Policemen and Firemen (Miner, I.)

15. If possible, obtain a policeman's hat to be used for role-play.
16. Invite a law officer into the classroom to discuss the need for obeying safety rules and laws.

As a followup activity, compose a "thank you" letter to the officer. Include in it, the children's ideas as to how compliance with the rules of safety helps to make life safe and pleasant for them as well as for others.

Teaching Materials

BOOKS

Anglund, Joan. A friend is someone who likes you. Harcourt, Brace & World. 1958. K-3.

____ Love is a special way of feeling. Harcourt, Brace.

Barr, Jene. Good morning, Teacher. Whitman. n.d. \$1.56. K-2.

____ Policeman Paul. Whitman. 1952. \$1.50. K-2.

Beim, Jerrold. Andy and the school bus. Morrow. 1947. \$2.94. K-3.

____ Kid brother. Morrow. 1952. \$2.94. K-3.

____ Too many sisters. Morrow. 1956. \$2.94. K-4.

Brown, M. W. Indoor noisy book. Harper & Row. 1942. \$2.95. K-1.
Book of family living.

Buckley, H. E. Grandfather and I. Lothrop. 1959. \$2.84. K-3.

Chalmers, Audrey. I had a penny. Viking. 1944. \$1.50. K-1.
A safety story.

Cooke, Barbara. My daddy and I. Abelard-Schuman. 1961. \$2.50. K-1.
A family story in a city setting.

Francoise. The thank-you book. Scribner. 1947. \$3.12. K-1.
In simple text, the child says "thank you" to the things and the creatures that help to make the world a happy place for him.

- Greene, Carla. I want to be a policeman. Childrens Press. \$1.88. K-2.
- Hoban, Russell. Bedtime for Frances. Harper & Row. 1960. \$2.92. K-3.
The badger, Frances, tries to put off going to bed.
- ____ Bread and jam for Frances. Harper & Row. 1964. \$2.57. K-3.
When Frances gets her own way and has only bread and jam to eat, she finds out she is not happy after all.
- Leaf, Munro. Safety can be fun. Lippincott. 1961. \$2.95. K-3.
With cartoons and a simple text the author shows the dire consequences of folly.
- Lenski, Lois. At our house; a read-and-sing book. Walck. 1959. \$1.69. K-3.
- ____ A dog came to school. Walck. 1955. \$1.95. K-1.
The dog stays in school for the day but everyone decides that school is no place for a dog. Might illustrate the need for the rule: no animals allowed in school all day.
- ____ I went for a walk: A read-and-sing book. Walck. 1958. \$2.25. K-2.
- ____ The little family. Doubleday. 1932. \$1.25. K-1.
About a family busy doing everyday things.
- ____ Papa Small. Walck. 1951. \$2.25. K-1.
- ____ Policeman Small. Walck. 1962. \$2.25. K-2.
- McCloskey, Robert. Make way for ducklings. Viking Press. 1941. \$2.35. K-3.
- MacDonald, Golden. Red light; green light. Doubleday. 1944. \$3.25. K-2.
Shows how the truck, the jeep, the boy, the horse, the dog, the cat, and the mouse go through the day obeying the signals - red light, green light.
- ____ Whistle for the train. Doubleday. 1956. \$2.75. K-1.
Story of a little train and the little animals who are warned by the whistle not to cross the track.
- Miner, Irene. The true book of policemen and firemen. Childrens Press. 1954. \$1.50. K-2.
- Potter, Beatrix. The tale of Peter Rabbit. Warne. n.d. \$1.50. K-3.
The disobedient rabbit goes into Mr. McGregor's garden, contrary to his mother's wish.
- Schlein, Miriam. My family. Abelard. 1960. \$3.95. K-3.
- ____ The way mothers are. Whitman. 1963. \$3.25. K-3.

Slobodkin, Louis. Excuse me! Certainly! Vanguard. 1959. \$2.95. K-2.

____ Thank-you--you're welcome. Vanguard. 1957. \$3.25. K-2.

Vreeken, Elizabeth. The boy who would not say his name. Follett. 1959. \$1.39. K-3.

Illustrates the helpfulness of a policeman when someone is lost.

Writer's Committee of the Great Cities. School Improvement Program of the Detroit Public Schools. Fun with David. Follett. 1962. K-3.

Gives a portrayal of good family and friend relationships in an urban setting.

Zolotow, Charlotte. Big brother. Harper & Row. 1960. \$2.19. K-2.

____ Big sister and little sister. Harper & Row. \$2.95. K-2.

____ Quiet mother and noisy little boy. Hale. 1953. o.p. K-2.

FILMS

Beginning responsibility: doing things for ourselves in school. Coronet. 11 min. purchase: b&w, \$60. color, \$120. K-3.

Beginning responsibility: taking care of things. Coronet. 11 min. purchase: b&w, \$60. color, \$120. 1-3.

Importance is placed on having definite places to keep things, putting articles back where they belong, cleaning up after playtime, and storing and handling things properly to prevent damage.

Caring for your toys. McGraw-Hill. 11 min. purchase: b&w, \$60. 1-3.

Film shows the child how to care for his toys and the best methods for storing various kinds of toys.

Courtesy for beginners. 2d. ed. Coronet. purchase: b&w, \$60. color, \$120. 1-3.

Illustrates how to make others feel welcome, making introductions, taking turns, being courteous listeners, and the importance of please, thank you, and excuse me.

Families and rules: watch how well everything works. McGraw-Hill. 10 min. purchase: color, \$120. K-1.

Illustrates the need for rules about things like bedtime and behavior at meals in a family situation.

A first film on finding your way to school safely. Film Associates. 9 1/2 min. purchase: color, \$120. K-3.

Recognizing landmarks and understanding safety rules can make the walk to school a safe one.

Flying a kite. EBF. 7 min. purchase: color, \$60. K-3.

A simple story of happy home and family relations and childhood activity.

Helpers at our school. EBF. 11 min. purchase: b&w, \$60. color, \$120. 1-3.

The student learns that many helpers including himself, must work together to make the whole school run smoothly.

Patty Garman, little helper. Frith Films. price not listed. color. K-3.

Shows how a 4-year old girl helps feed and care for animals on the family farm.

The policeman. 2d. ed. EBF. purchase: b&w, \$60. color, \$120. K-3.

Shows the policeman's duties - such as finding a lost child, arresting a reckless driver, recovering a lost bicycle and helping his community in many other ways.

Primary safety: in the school building. Coronet. 10 min. rental: b&w, \$2.50. color, \$4.25. K-3.

Shows the proper passing of scissors, an unsafe manner of carrying a pencil, the proper positioning of feet out of the way of others, and various safety precautions when walking down the hall.

Primary safety: on the school playground. Coronet. 10 min. rental: b&w, \$2.50. color, \$4.25. K-3.

Observes various safety precautions and practices on the school playground and points out the safety afforded by the fence around the playground.

Safety to and from school. McGraw-Hill. 10 min. purchase: b&w, \$60. 1-3.

Describes the correct way of crossing streets through a series of real and simulated traffic conditions. Two young children practice these safety rules at school, then carry them out correctly on their way home.

Walking to school. Sid Davis. 10 min. purchase: b&w, \$60. color, \$120. K-2.

Pictures various ways children get to school and points out safety rules to be observed when walking to school.

We go to school. Coronet. 10 min. rental: b&w, \$2.50. color, \$4.25. K-3.

Emphasizes individual responsibility, active participation, consideration for others, and the special responsibility of members of the group toward a newcomer.

FILMSTRIPS

The "Be Kind" stories. Eye Gate. color. set of four with two records, \$39.

Amanda's kittens	Jumpy sees the world
The brave little mouse	The dog who had everything
Lessons of kindness and appreciation.	

Families have fun. SVE. 51 fr. color. \$6 ea. K-3.

Shows how children, too, can contribute to family plans.

Family members work. SVE. 49 fr. color. \$6 ea. K-3.

Our family to the rescue	Helping mother and the family
Family fun	Brothers and sisters
Keeping busy	Growing up

Little things that count. Eye Gate. color. set of eight with four records, \$50. \$5 ea. records, \$4 ea. K-3.

The busy bees (joy in helping others)	Try, try again (perseverance)
Lucy learns to share	One rainy day (importance of listening)
Jerry has a surprise (honesty is the best policy)	Jim learns responsibility
Tony's summer vacation (respect for property of others)	Please is a good word (good manners)

Living and working together. Jam Handy. 25 fr. color. set of six, \$31.50. 1-3.

The family begins the day	Lunch and play at school
The safe way to school	A birthday party at school
A busy morning in school	The family at home

Living together. SVE. 32-52 fr. color. set of six, \$29.70.

Jim's family	A neighborhood picnic
A day at school	A family shopping trip
Family helpers	A ride in the country

Getting along with others told through family and group activities.

Our homes. Eye Gate. color. set of nine, \$35. \$5 ea. K-3.

At home with Ruth	Ann's ranch house home
Tom's farm house	Helen's home in the south
Alice in her home	Rose's village home
Jackie in his house	Joe's home in New England
Dick and his family at home	

The series shows typical family experiences which are useful in developing good group relations and also understanding of people of varying backgrounds.

Our job in school. EBF. 45 fr. color. \$6 ea. 1-3. (School Community)

Patterns of behavior. Eye Gate. color. set of nine, \$39. \$5 ea.

Billy the bully	The red and the blue top
-----------------	--------------------------

Freddy forgot
Sarah is shy
All of us together
Different may be nice

Greedy Grace
Andy walks the dog
Penny and Mary

Various situations involving young children are presented with constructed thoughts about improving manners and conduct.

Playground safety. Bailey Films. 23 fr. color. set of two, \$9. K-3.

Shows primary children participating in safe playground apparatus procedures and suitable activities for apparatus play. Includes the climbing tree, horizontal bars, and low bar.

The policeman. McGraw-Hill. 40 fr. color. \$6.50 ea. 1-3.

Robert and his family. SVE. 34-42 fr. color. set of four with two records, \$28.95. K-3.

Robert's family at home
Robert's family and their
neighbors

Robert goes shopping
Robert and father visit the zoo

These help to develop desirable attitudes toward work, family, school and community.

Safety coming to school and in school. Eye Gate. color. \$5 ea. 1-6.
(you and safety)

School friends and activities. SVE. 50 fr. color. \$6. K-3.

First year pupils are introduced to activities and adult friends who help at school.

School means new ways and habits. Curriculum materials. color. K-4.

Describes the transition of a young child from home to school, pointing out the differences which are created by group living.

Social studies rhymes for the very young. Eye Gate. color. set of nine, \$39. \$5 ea. K-2.

Fall fun
Winter fun
Spring fun
Summer fun
The happy family

Going to school is fun
The surprise
Community helpers
School helpers

The tale of Peter Rabbit. Weston Woods. 33 fr. color. \$6.50. K-3.

Original illustrations with picture-cued text booklet.

The ugly duckling. SVE. 40 fr. color. \$5 ea. K-3.

We're growing up. Eye Gate. color. set of four with two records, \$30.
fs, \$5 ea. record, \$5 ea.

A big day for Johnny
Picnic in the park

I made it myself
The safe way

The stories demonstrate the need and observation of safety rules, good manners, good health habits, and pride of achievement.

RECORDS

Good manners through music. Stanley Bowmar. one 12-in. lp., \$5.95.
Little Mickey manners My funny chocolate cookie
Smiley Pushy
Please and thank you Freddie and Eddie
Hang up your clothes Use good manners with your pets
Mister door Share your toys
Little talker Tom Guess who?
Shh-listen Little hands

Health and safety through music. Stanley Bowmar. one 12-in. lp., \$5.95.
Health: Susie Q - Why can't you? Safety: Hi, mister bus man
A little friend of mine See the traffic light
Guess what I had for Never in the street
breakfast Pick your toys up
Little sneezer Up and down the stairs
T-V song Never play with matches
Sandman is coming Be careful of strange dogs

Let's be policemen. Educational Record Sales. 1-10-in. 78 rpm. \$1.24.

Let's play together. Educational Record Sales. 1-10-in. 78 rpm. \$1.24.

The ugly duckling and other tales. (phonodisc) read by Boris Karloff.
Caedmon. \$5.95.

TAPES

Health and safety; wee songs for wee folk. Tapes Unlimited. set of five,
\$28. \$5.95 ea.

Let's be friends Brush, brush, brush your teeth
Good manners never change Sneezes

Don't get lost A good breakfast
Mom's helper No garbage clubs

Traffic lights
Friendly yellow bus

Our wonderful world. Division of Educational Communications. 15 min. tapes.
free service. (See teacher reference.) 1-6.

Our helper in safety Stop and go
Our schools We all work together
Riding the bus

PICTURES

A family at work and play. SVE. color. set of eight, \$8. K-3.
Family visits the zoo Mother works in an office

Family activities at home
Leaving for school
Family shopping for shoes

Father works in printing plants
Fun on a playground
Family responsibilities in the home

Police department helpers. SVE. color. set of eight, \$8. K-3.

Administering first aid
Roll call
Target practice
Squad car officers

Traffic control officer
Crossing guard and patrol boy
Police canine patrol
Crime laboratory in operation

Safety. Pict-o-graph. color. Standard Publishing, 8121 Hamilton Ave.,
Cincinnati, Ohio, 45231. \$1.95.

Flannelboard figures that show the do's and don'ts of safety rules.

School friends and helpers. SVE. color. set of eight, \$8. K-3.

Teacher in the classroom
Teacher on the playground
The principal and her helpers
School librarian

Hearing tester
Custodians
Cafeteria helpers
School bus driver

REALIA

Operating traffic light. 42-in. high. 12 lbs. \$16.25.

Safety first unit. Educational Science Service. \$37.25.

Safety kit, a basic knowledge kit. Rand McNally. \$12.50 complete.

Includes: model intersection and traffic signals, three filmstrips,
study prints, and a teacher's guide with suggested activities, ques-
tions, and topics for discussion.

Traffic signs. set of eight, \$18. \$2.25 ea.

Useful signs to see and read. 11 1/4 x 14 in. \$3.

GRADE I

Stating the Problem

- How can we develop in First Graders an understanding of the need for rules and laws?

Understandings To Be Developed

1. There are certain rules and laws which must be observed for the common good.
 - . rules and laws to be followed going to and from school
 - . rules and laws to be followed in school and on the playground
 - . rules of courtesy to be followed in and out of school, in dealing with others
 - . respect for the rights and property of others
2. Law enforcement agencies are necessary.
 - . They help to maintain law and order.
 - . They exist to protect the lives, rights, and property of others.

Information Needed (To develop understandings)

1. What are the meanings of the words "rules" and "laws?"
2. Why are rules and laws necessary?
3. What type of rules and laws do we need to follow daily?
4. What safety rules and laws do we need to follow:
 - . going to and from school
 - . in the classroom and in the school
 - . on the playground
 - . in the community
5. What rules of cooperation and courtesy do we need to follow?

- . in the home
 - . in the classroom and in the school
 - . at play
 - . in the community
6. What effects do the following of the rules of courtesy have on our relationships with others?
 7. Why is it necessary to respect the rights and property of others?
 8. Who is responsible for seeing that rules and laws are followed?
 9. Why is there a need for law enforcement agencies?
 10. How do law enforcement agencies help to insure the rights, property, and well being of all?

Learning Activities (Safety going to and from school)

1. Since the rules of safety clearly illustrate the concept that rules and laws are made for the common good, discuss with the children safety rules for getting to and from school. Include rules for both "walkers" and bus riders.
2. Read and discuss a story about being careful on the way to school. Have children draw pictures relating to the story. Arrange in sequence on a bulletin board with an appropriate caption.
3. Show a filmstrip, such as "Safe and Sound Along the Way." (The Primary Way Safety Set. SVE)
4. View a film, such as "A First Film on Finding Your Way to School Safely." (Film Associates)
5. Invite the school crossing guard or member of the safety patrol into the classroom to speak to the children.
6. Have children make safety patrol belts using white crepe paper. Have children portray safety patrol leaders.
7. Prepare an experience chart on how the safety patrol helps them and how they help it.
8. Learn some safety poems or rhymes.
9. Play a safety game such as Red Light -- Green Light - select one child to be "it." He faces with his back to the other players, who are lined

up about 50 feet away. At the start of the game, "it" calls "green light." Players are to creep up until "it" calls "red light." Players must then stop in place. "It" turns to see if anyone is still moving, if so the player must return to the starting point. The first player who tags "it" takes his place.

10. Prepare a bulletin board to motivate the learning and following of safety rules. A suggestion is:

"Can You Follow the Road to Safety?"

Walk	Stop	Obey the	Keep Hands	Ride on a Bike
Don't	Look	Safety	inside the	With Two Hands.
Run	and	Patrol	Bus	etc.
	Listen			

11. Ask the children to relate instances of accidents they have seen. Through discussion help the children to answer. In what ways were people careless? How might the accident been prevented?
12. Take the children for a walk around the streets near the school. Call attention to all signs which help people to be careful - examples are - SLOW, STOP, DETOUR AHEAD, 15 MILES PER HOUR.
13. Ask the children to relate instances when they have seen a policeman directing traffic? Through discussion, lead the children to answer: "How does he help us? How can we help him?"
14. Ask a policeman to conduct a class trip to a busy intersection to observe traffic and to learn safety practices.
15. Following the field trip, write an experience chart recording the children's observations.
16. Have each child learn to say correctly his full name, address, and telephone number.
17. Read the story Mike's House (Sauer), which illustrates the friendliness of a policeman in helping a lost child.
18. Plan a bulletin board to motivate the learning of names, addresses, and phone numbers. A suggestion is: We Know Where We Live? Do You? Make a large house using construction paper. As each child learns the necessary information, place "his house" (a smaller scale version) on top of the larger one.
19. Have children dramatize a situation of a policeman helping a lost child.
20. Impress upon the children the need for following the rule of:
 - . not talking to strangers

- . refusing rides offered by strangers
- . not accepting gifts from strangers
- . avoiding dark and lonely streets

Stress the importance and necessity of notifying parents and police in the event of being confronted with such a situation.

21. Read What They Do? Policemen and Firemen. (Greene and Kessler)
22. Teach a song about the policeman.
23. Show the filmstrip "The Policeman." (McGraw-Hill)
24. View the film "Policeman Walt Learns His Job." (Film Associates)

Learning Activities (Safety in the classroom and school)

1. Discuss with the children the rules of safety that need to be followed in their classroom and school building.
2. Create a classroom situation which could lead to an accident and have the children predict what could happen if safety precautions were not taken. Examples are: carrying pencils and scissors incorrectly; lining up all at once; not sitting properly.
3. With the children compile a chart of safety rules. Caption it - Do You
 - . walk quietly in the hall?
 - . keep your feet under your desk?
 - . carry your chair carefully?
 - . keep in line? etc.
4. Take an excursion through the school building. Call attention to the signs of safety. Examples are:
 - . fire extinguisher
 - . exit signs
 - . shelter area
 - . bells to give signals
 - . telephone for emergency calls

5. Review the rules that must be followed during a fire and air raid drill.
6. Stage mock drills.
7. Have the children draw a picture - sequence story showing the rules and procedures to be followed during a fire drill.

Learning Activities (Safety on the playground)

1. View the filmstrip "Playground Safety" (Bailey), which illustrates primary children participating in safe playground procedures.
2. Take the children onto the playground and demonstrate the correct use of the play equipment and apparatus.
3. With the children, list safety rules, on chart paper. An approach is:

We Do

- . sit on the swing
- . seesaw with only one person

We Don't

- . stand on the swing
- . climb the monkey bars
- without rubbersoled shoes

4. Read the nursery rhyme "Humpty Dumpty." Lead the children to parallel the fate of Humpty to that of their own fate, if the rules of safety are not followed.
5. Make safety booklets. Prepare a ditto for each of the safety experience charts. Review the content and purpose of each. Have the children appropriately illustrate each page of their booklet.
6. Make a movie. Have the children illustrate a series of safety rules on a strip of paper. Run this strip thru slots in the back of a three-sided cardboard carton.

Learning Activities (Courtesy in the home)

1. Draw from the children's responses to the question, "What is a home?" Help the children form generalizations such as - A home is a happy place for a family to live in.
2. Ask the children to relate happy family experiences. From the responses help the children to understand that a happy home is one in which the members of the family follow rules of cooperation and courtesy:
 - . working and playing together

- . being helpful
 - . being kind and considerate
 - . doing one's share
 - . using good manners
 - . respecting and appreciating one another
 - . caring for and sharing the maintenance of the home
3. Plan a bulletin board. Have each child make a replica of his house using construction paper. On the roof of the house, write the family name. In the house, have the children draw and label each member of their family. Arrange the house in a display with a caption such as My Home - A Happy Place to Be.
 4. With the children make a list of "Happy Family Rules." Include such ideas as:
 - . help one another
 - . share with one another
 - . think of one another
 - . use good manners with one another, etc.
 5. Have the children make an illustrated booklet containing the "Happy Family Rules." Suggest that they be taken home and shared with their family.
 6. Have the children make simple paper puppets of family members. Use these puppets for dramatization and story telling about cooperating with family rules.
 7. Show the films "Appreciating Our Parents" (Coronet), which presents lessons of family cooperation as well as an appreciation of parents; "Our Family Works Together" (EBF), which stresses the importance of the family working and playing together to make the home a pleasant place to live.
 8. View the filmstrips "Helping Each Other at Home" (FOM); the "Living and Working Together" series. (Jam Handy)
 9. Discuss how all members of a family are responsible for the care and conservation of their home. Include such ideas as:
 - . caring for furnishings

- . caring for individual and joint belongings
 - . caring for the interior and exterior of their home
10. Help each child to compile a list of activities in which he is responsible for helping with the upkeep of his home. A list might include:
- . taking out the trash
 - . weeding
 - . putting away "baby's" playthings
11. Read stories which illustrate the love, respect, and understanding needed between family members. Examples are:
- Kid Brother (J. Beim)
- The Quarreling Book (C. Zolotow)
- The Sorely Trying Day (R. Hoban)
12. Have the children dramatize situations which illustrate the necessity of consideration for the rights of family members. Examples are:
- . conduct while mother is on the telephone
 - . response to father's request
 - . sharing with brothers and sisters

Learning Activities (Courtesy in school)

1. Use the game "Can You Guess?" to illustrate how following the rules of safety and courtesy help to determine one's conduct as well as to make the world an orderly place to live. Examples are:
- . The bus driver comes to a red light. Can you guess what he will do?
 - . Mary asks Jane to share the modeling clay. Can you guess what Jane will do?
 - . Dick borrows Tom's crayons. Can you guess what Dick will say when he returns the crayons? etc.

At the conclusion of the game, the point can be made that it was easy to answer the questions because we can predict what most people will do or say in a given circumstance. We can predict this since most people follow rules of safety and courtesy.

2. Stimulate discussion by asking the children to describe what their classroom would be like if everyone did and said exactly what they pleased. Try to develop the understanding that without rules, the classroom is not a pleasant, orderly, nor safe place to be.
3. Help the children to list some of the things that make their classroom a happy and pleasant place to be. Include such ideas as:
 - . sharing
 - . doing ones part
 - . working and playing together
 - . taking turns
 - . being polite and friendly
 - . thinking of others
 - . cooperating
 - . caring for the things we use
4. View the filmstrip series "Living Together in School" (McGraw-Hill) or "The School Community." (EBE)
5. Discuss why sharing and being fair are necessary when there are many people using the same room and materials that are meant for the use of all.
6. Have the children compile a "Helpers Chart" for the purpose of learning to share in necessary tasks.
7. Teach the song "Schoolroom Helpers." (American Singer)
8. Show the film "We Play and Share Together." (Bailey)
9. Read the poem "Taking Turns", which stresses the importance of waiting ones turn in work or play activities.
10. Discuss the importance of including everyone in an activity. To demonstrate this idea select a game and exclude 1 or 2 children from it. Upon completion of the game ask the excluded children to relate how it felt to be "left out."
11. Read and dramatize parts of New Boy in School. (M. Justus)
12. Read and discuss the lesson taught as told in H. C. Andersen's, The Ugly Duckling."

13. Recall a troublesome incident from the classroom or playground. Have the children role-play the incident and relate how the words and actions addressed to them made them feel.
14. View the film "We Go to School" (Coronet), which emphasizes individual responsibility and consideration of others.
15. Dramatize play and work activities to illustrate the right of each child to have the others in the class:
 - . share with him
 - . help him
 - . work with him
 - . play with him
 - . be friendly and polite to him
16. Discuss with the child the need for caring for both personal as well as school property.
17. Talk about how difficult it would be to learn and understand if we did not have:
 - . books
 - . chalkboards
 - . scissors
 - . paper, etc.
18. The following type of activity might be used to illustrate the unhappiness caused by damage to one's property: Have the children replant potted flowers in an area of the school grounds accustomed to "heavy traffic." It is reasonable to assume that within a few days the flowers will be trampled. Draw from the children their feelings. Relate this experience to the need for respect of one's property in the home and community as well as in the school.
19. Discuss with the children the need for following rules of classroom organization such as:
 - . bathroom procedure
 - . independent work time procedure
 - . line up procedure
 - . use and care of materials, etc.

20. Show and discuss the filmstrip "Good Manners." (EBF)
21. Read Manners Can Be Fun (Leaf, Munro), which brings out the lesson that having good manners is really just living with other people pleasantly.
22. Make simple paper bag puppets for dramatization of situations involving the use of good manners such as, introductions; apologies; acknowledgements.
23. Help the children to discover that words of courtesy such as, please and thank you, are "magic" words since the use of them tends to influence a person's reaction or response. Play "What Would You Do?"
 - . If someone said, "Please hand me that book."
 - . If someone said, "Hey you! Give me that book right now!"
24. Read Thank You - You're Welcome and Excuse Me! Certainly! (Slobodkin L.)
25. Have the children illustrate their classroom responsibilities. A bulletin board might be made from their work with the caption - "Why is Our Room a Pleasant Place to Be? Look Here - and - You Will See!"



I listen while
someone else
is speaking.



I take turns.



I turn the pages
in my reader
carefully.

Learning Activities (Courtesy at play)

1. Help the children compile a list of rules for being a good playmate.
A good playmate:
 - . shares
 - . takes turns
 - . plays his best
 - . follows the rules of the game
 - . is a good loser

2. Ask the children to tell about a playmate and why they like to play with him.
3. Have the children draw a picture of a favorite playmate and write a simple sentence as to the reason why he is fun to be with. For example:



George shares his football.

4. Teach the song "Playmate."
5. Show the film "Let's Play Fair." (Coronet)
6. Play a group game, such as "Squirrels in the Trees", which illustrates the necessity for taking turns.
7. To demonstrate the need for following the rules of a game, introduce an unknown game to the class. Give but one direction as to how it is to be played. Confusion will result and the point can be made that we need to know and follow all of the rules before the game can be fun.
8. Choose a group game, such as "Red Rover," to illustrate the point that it is not always possible to win.
9. Play a game such as "Huck - a - Buck - a - Bean Stalk." Have one child ignore the rule of "no peeking." After several rounds, ask the children to say how they feel about the child who did not play fairly.
10. To demonstrate the need for including all in a play activity, select a child to be excluded from a game. At the conclusion of the activity ask the "excluded child" to relate how he felt to be "left out."
11. Ask the children to recall instances of when one of their play things was lost or damaged either by themselves or by another. Lead the discussion to answer such questions as:
 - . How did it happen?
 - . Who was responsible for it happening?
 - . What feelings did the incident cause?
 - . How might it have been prevented?

Learning Activities (Law enforcement agencies)

1. Take a classroom survey of the varied occupations of the children's fathers. From the discussion lead the children to name other occupations that fathers could have being sure to include that of a policeman.
2. Listen to the recording "My Daddy is a Policeman." (Miss Francis)
3. To help develop the respect due to a law enforcement officer, create an awareness of the qualifications and training needed for this profession. Include such facts as:

Qualifications

- . good health
- . courage
- . intelligence
- . capable of making wise and quick decisions
- . kindly, courteous, and considerate
- . responsible

Training - attends school to

- . acquire a knowledge of existing rules and laws
- . learn the procedures and techniques needed to protect the rights and enforce the responsibilities of the individual
- . become proficient in the use of equipment, firearms, and weapons
- . learn means of self-defense
- . to learn to administer first aid

Supplement the discussion by showing the film "Policeman Walt Learns His Job" (Film Associates.) The illustrations from the book Police - The Work, Equipment and Training of Our Finest (Colby), will help to enrich the discussion.

4. Use a film or filmstrip to help develop the concept that a policeman is a friend and worker who protects us, our homes, and our community. Suggestions are: "The Policeman" (EB Films); "The Policeman." (McGraw Filmstrip)

5. Read stories which illustrate the duties and responsibilities of a police officer. (See following list of teaching materials.)
6. Lead the children to list the many ways in which a policeman helps to provide for our well being and orderlines in society. Include such ideas as:
 - . traffic control
 - . accident assistance
 - . crowd control at parades, ballgames, fires
 - . pursuit and apprehension of violators of the law
 - . alertness for potential danger along highways, streets, and buildings
 - . assistance to those in need of help or information
 - . locating missing persons and articles
 - . administering first aid
7. Ask the children to recall times when they have seen a law officer at work. Lead the children to interpret the reason for what he was doing as it applies to the well being of others.
8. With the entire class make a scrapbook illustrating the many ways a policeman helps to make life safe and pleasant.
9. Have the children write and illustrate short original compositions titled "If I were a Policeman. . . ."
10. Help the children to compose original rhymes or poems such as:

On the job both night and day,
The policeman helps in every way.

A policeman is kind and true,
It's his job to care for you.
11. Teach a song(s) such as "The Traffic Officer." (American Singer)
12. If possible, acquire a policeman's hat to be used in role-play.
13. Invite a member of the local police force into the classroom.
14. Plan a bulletin board. Suggestions are:
 - . "A Good Friend to Have" - have children draw their interpretation of a policeman.

- "How to Get Help!" - draw a large telephone. As each child learns the telephone number of his local police agency his name is listed beside the telephone.

Teaching Materials

BOOKS

- Anderson, H. C. Seven tales. Harper & Row. 1959. \$3.79. 2-6.
Includes "The ugly duckling."
- _____. The ugly duckling. Macmillan. 1955. \$2.96. 1-6.
- Beim, Jerrold. Kid brother. Morrow. 1952. \$2.75. K-4.
- Bulla, Clyde. I went for a walk: a read-and-sing book. Lois Lenski, music by Clyde Bulla. Walck. 1958. \$2.25. K-2.
A safety story and song.
- Chalmers, Audrey. I had a penny. Viking. 1944. \$1.50. K-1.
- Chapin, Cynthia. Squad car fifty-five. Whitman. 1966. \$1.95. 1-3.
- Ciardi, John. I met a man. Houghton. 1961. \$2.75. 1-2.
Safety poetry.
- Colby, C. B. Police; the work, equipment, and training of our finest. Coward-McCann. 1954. \$2.50. 2-6.
Uses photographs to portray the work and equipment of the police.
- Dillon, Ina. About policemen. rev. ed. Melmont. \$1.88. K-2.
- Estes, Eleanor. Little oven. Harcourt, Brace & World. 1955. \$3. K-3.
- Flack, Marjorie. The story about Ping. Viking Press. 1933. \$2.06. K-3.
Illustrates the consequences of avoiding a spanking.
- Funk, Tom. I read signs. Holiday. 1962. \$3.49. 1-3.
Peter reads signs to and from the post office. A city setting.
- Greene, Carla. I want to be a policeman. Children's Press. \$1.88. K-2.
- _____. What do they do? Policemen and firemen. Harper & Row. 1962. \$1.95.
K-2.
Describes some of the duties of policemen and firemen and the equipment they use.
- Guilfoile, Elizabeth. Have you seen my brother? Follett. 1962. \$1.29.
1-2.
Shows the helpfulness of the police.

Hoban, Russell. The sorely trying day. Harper & Row. 1964. \$2.19. 1-3.
A funny story about a tired father who comes home from work and finds that the children and even the cat and dog have been quarreling.

Hoff, Sidney. Who will be my friends? Harper & Row. 1960. \$1.99. 1-3.

Hoffman, Elaine. About friendly helpers for health and safety. Melmont. 1967. \$1.88. K-2.

____ About friendly helpers around town. Melmont. 1967. \$1.88. K-2.

____ About school helpers. Melmont. 1955. \$1.88. K-2.

Justus, May. New boy in school. Hastings House. 1963. \$2.95. 2-4.
Story of a small Negro boy and his adjustments in an all-white grade. Illustrates the fears of a newcomer in a group.

Krauss, Ruth. The backward day. Harper & Row. 1950. \$2.92. K-1.
Shows what happens when a child decides to do everything backward for one day.

____ A very special house. Harper & Row. 1953. \$2.95. K-2.
The little boy would like a very special house where there would be a bed to bounce on, a table for feet, and a place to bring animal friends too.

Leaf, Munro. Manners can be fun. Lippincott. 1958. \$2.95. 2-4.
Brings out the lesson that having good manners is really just living with other people pleasantly.

____ Safety can be fun. Lippincott. 1961. \$2.95. K-3.

Lenski, Lois. A dog came to school Walck. 1955. \$1.95. K-1.

____ Policeman Small. Walck. 1962. \$2.25. K-2.
Illustrates for the young child some of the duties of the policeman. Shows the friendliness of police.

McCloskey, Robert. Make way for ducklings. Viking Press. c1941. \$2.35. K-3.

Shows the policeman as a friendly helper.

MacDonald, Golden. Whistle for the train. Doubleday. 1956. \$2.75. K-1.

Martin, P. M. The rice bowl pet. Crowell. 1962. \$3.50. K-3.
Story of a boy's search for a pet which is small enough to fit into his rice bowl (his mother's stipulation) and yet which is alive and warm and pleasant to hold (his own requirements), which points out courtesy and consideration for others.

Minarik, E. H. Little bear's visit. Harper & Row. 1961. \$2.19. K-3.
Little bear visits his grandparents one day and gets all he wants to eat, listens to stories, and plays to his heart's content.

- No fighting, no biting. Harper & Row. 1958. \$1.95. K-3.
A young lady who is unable to read in peace because of two children squabbling beside her, and tells them a story about two little alligators who're fighting and biting almost lead to disastrous consequences with a big hungry alligator.
- Miner, Irene. The true book of policemen and firemen. Children's Press. 1954. \$1.50. K-2.
Simple explanation of how policemen and firemen qualify for their jobs, how they are trained and the different kinds of work they do.
- Newman, Shirlee. About people who run your city. Melmont. 1963. \$1.88. K-2.
- Parish, Peggy. My golden book of manners. Golden Press. 1962. \$2.19. K-3.
Animals join the children to show them the polite thing to do in a number of occasions.
- Phillips, Eleanor. About the driver of a bus. Melmont. 1959. \$1.88. K-2.
- Potter, Beatrix. The tale of Peter Rabbit. Warne. n.d. \$1.50. K-3.
- Rand, Ann. So small. Harcourt. 1962. \$4.17. 1-3.
The tiniest mouse in the litter said "it's better to be brave than never misbehaved."
- Sage, Michael. Dippy do's and don'ts. Viking. 1967. \$1.19. K-3.
- Saver, Julia. Mike's house. Viking. 1954. \$2.75. K-3.
Illustrates how a friendly policeman helps a little boy who was lost in a snow storm.
- Schlein, Miriam. Amazing Mr. Pelgrew. Abelard-Schuman. 1957. \$2.75. K-2.
About a policeman and his duties.
- Shapp, Martha. Let's find out about safety. Watts F. 1964. \$1.88. K-2.
An easy-to-read book on good safety practices at home and in the community.
- Slobodkin, Louis. Thank you - you're welcome. Vanguard. 1957. \$3.25. K-2.
A story of a boy who always said "Thank you." One day he wanted to say "You're welcome," and was sad until he found out he needed to be helpful and receive a "Thank you" first.
- Sootin, Laura. Let's go to a police station. Putnam. 1957. \$1.86. K-2.
Describes a typical city police station, different kinds of work that are carried on there, and the many ways in which policemen help their community.
- Standon, Anna. Little duck lost. Delacorte. 1965. \$3.11. 1-3.

A lost duckling searches for his mother all over Paris and finds a new friend on top of the Eiffel Tower.

Vreeken, Elizabeth. The boy who would not say his name. Follett. 1959. \$1.39. K-3.

Writer's Committee of the Great Cities School Improvement Program of the Detroit Public Schools. Play with Jimmy. Follett. 1962. \$.52. K-2. Describes the everyday doings of children playing together with several amusing episodes centering about little brother.

Zolotow, Charlette. The quarreling book. Harper & Row. 1963. \$2.19. K-3.

A family suffers through a disagreeable rainy day but all ends well when father returns home happy.

FILMS

Appreciating our parents. Coronet. 11 min. purchase: b&w, \$60. color, \$120. 1-6.

Presents lessons of family cooperation as well as an appreciation of parents.

Be your own traffic policeman. Portafilms. 10 min. color. 1-6.

Beginning responsibility: being on time. Coronet. 11 min. purchase: b&w, \$60. color, \$120. 1-4.

Beginning responsibility: books and their care. Coronet. 11 min. purchase: b&w, \$60. color, \$120. 1-3.

Beginning responsibility: doing things for ourselves in school. Coronet. 11 min. purchase: b&w, \$60. color, \$120. 1-3.

Beginning responsibility: learning to follow instructions. Coronet. 11 min. purchase: b&w, \$60. color, \$120. 1-3.

Through the use of animated toy animals the film teaches David that the way to follow instructions is to pay attention all the way, understand and ask questions, and remember the order of the instructions.

Beginning responsibility: lunchroom manners. Coronet. 11 min. purchase: b&w, \$60. color, \$120. 1-3.

Through the use of a puppet, illustrate the show of bad manners in the lunchroom. At lunch time Phil remembers to be neat, stay in line, eat slowly, and be polite.

Beginning responsibility: other people's things. Coronet. 11 min. purchase: b&w, \$60. color, \$120. 1-3.

Pupils become aware of the need for respecting the property of others.

Beginning responsibility: rules at school. Coronet. 11 min. purchase: b&w, \$60. color, \$120. 1-3.

Illustrates rules about being on time, about putting things away, about quiet, and about safety on the playground. In the film a class makes its own set of rules to follow during a visit to a museum.

Caring for your toys. McGraw-Hill. 11 min. purchase: b&w, \$60. 1-3.

Courtesy for beginners. 2d. ed. Coronet. 11 min. purchase: b&w, \$60. color, \$120. 1-3.

Dining together. Children's Productions. 11 min. color. 1-6.

Includes table manners entertaining guests, conversation, and an appreciation of Thanksgiving.

Fairness for beginners. Coronet. 11 min. purchase: b&w, \$60. color, \$120. 1-3.

By sharing, taking turns, choosing fairly, and respecting the rights of others, they make theirs a happy class.

Family teamwork. Frith Films. 17 min. color. price not listed. 1-6.

Illustrates the teamwork in a family of five who specialize in raising prize milk goats. Presents a view of a farm family.

A first film on finding your way to school safely. Film Associates. 9 1/2 min. purchase: color, \$120. 1-3.

Recognizing landmarks and understanding safety rules can make a walk to school a safe one.

Getting along with others. Coronet. 11 min. purchase: b&w, \$60. color, \$120. 1-3.

A class wants to put on a play but first they must learn to get along with each other in games, at home, and at school.

Helpers at our school. EBF. 11 min. purchase: b&w, \$60. color, \$120. 1-3.

Let's be good citizens at play. Gateway Productions Inc. 10 min. purchase: b&w, \$60. rental: \$5.50. 1-6.

Illustrates the good citizenship practices of friendliness, consideration of others, cooperation, sharing, being good losers and winners, respecting how others live, and taking responsibility for one's acts.

Let's be safe at home. Portafilms. 11 min. color. 1-6.

Let's play fair. Coronet. 10 min. rental: b&w, \$2.50. color, \$4.25. 1-6.

Shows Herbie and his brother Bill as they learn that sharing, taking turns, and obeying rules are fundamentals of fair play.

Let's share with others. 2d. ed. Coronet. 11 min. purchase: b&w, \$60. color, \$120. 1-6.

Shows the different ways of sharing, when we should and should not share, and the benefits of sharing.

Let's stop and go safely. Portafilms. 18 min. b&w/color. 1-6.

Manners at school. Gateway Productions, Inc. 10 min. purchase: b&w, \$60. rental: \$5.50. 1-6.

Shows children using good manners, sharing the walk, using good health habits, not pushing in line, not interrupting, sitting and standing straight, minding one's own business, saying "please" and "thank you," returning borrowed property promptly, and always doing the kindest thing.

Moving day - Timmy's new neighbors. Coronet. 11 min. purchase: b&w, \$60. color, \$120. K-3.

Moving is not an unusual family activity. Attitudes of cooperation, interest, and friendliness help to make the family and child welcome in the new surroundings.

Our class works together. Coronet. 11 min. purchase: b&w, \$60. color, \$120. 1-3.

As a group of children build a model community and make an exhibit of pictures showing community workers, we learn of the importance of planning and solving problems together and of sharing ideas and work.

Our family works together. EBF. 11 min. purchase: b&w, \$60. color, \$120. 1-3.

Stresses the importance of the family playing together and working together to make the home a pleasant place in which to live.

Patty Garman, little helper. Frith Films. 11 min. color. price not listed. K-3.

Play in the snow. EBF. 11 min. purchase: b&w, \$60. K-3.

Teaches proper health habits and encourages wholesome social relationships.

Policeman. 2d. ed. 11 min. EBF. purchase: b&w, \$60. color, \$120. K-3.

Shows policeman's duties - such as finding a lost child, arresting a reckless driver, recovering a lost bicycle, and helping his community in many other ways.

Policeman Walt learns his job. Film Associates. 11 min. purchase: b&w, \$60. color, \$120. 1-6.

Illustrates a policeman's training from the day he is sworn in as a policeman. He studies in class, learns how to protect himself and others, and is taught what a detective does to solve crimes.

Primary safety: in the school building. Coronet. 10 min. rental: b&w, \$2.50. color, \$4.25. K-3.

Primary safety: on the school playground. Coronet. 10 min. rental: b&w, \$2.50. color, \$4.25. K-3.

Safety on the playground. EBF. 14 min. purchase: b&w, \$75. color, \$150. K-3.

Portrays safe practices in catching and batting softballs, and playing on seesaws, slides, and swings. Also emphasizes consideration for others.

Safety on the way to school. Coronet. 11 min. purchase: b&w, \$60. color, \$120. 1-8.

It reveals the safe way of riding in a car or bus, the skills needed to walk safely to school, and how to select the safest route.

Safety to and from school. McGraw-Hill. 10 min. purchase: b&w, \$60. 1-3.

Schools and rules: rules to view a zoo by. McGraw-Hill. 10 min. purchase: color, \$120. K-1.

Shows how everyone benefits when everyone follows the rules. This is illustrated when one boy stays behind the group during a visit to the zoo.

Walking to school. Sid Davis. 10 min. purchase: b&w, \$60. color, \$120. K-2.

We go to school. Coronet. 10 min. rental: b&w, \$2.50. color, \$4.25. K-3.

Emphasizes individual responsibility, active participation, consideration for others, and the special responsibility of members of the group toward a newcomer.

We play and share together. Bailey Films, Inc. 10 min. purchase: b&w, \$60.

Demonstrates the desirability of cooperation, courtesy, and consideration toward others by showing children at play during a recreation period.

Yours, mine, and ours. EBF. 11 min. purchase: b&w, \$60. color, \$120. 1-3.

Points out the meaning of ownership through scenes of seven classroom situations in which proper responsibility for ownership has not been taken.

FILMSTRIPS

Bike behavior. SVE. 33 fr. color. \$5. 1-3.
Importance of obeying road safety rules.

Child cooperation and self-discipline. SVE. 23-35 fr. set of nine, \$24.30. b&w.

Share the sandpile
Share the ball
The new book

Schoolground discoverer
The slide
The field trip

Jimmy didn't listen What would you do?
Working together
Teaches respect for property and the importance and satisfaction of
sharing.

Families have fun. SVE. 51 fr. color. \$6 ea. K-3.

Family members work. SVE. 49 fr. color. \$6. K-3.

Good manners. EBF. 48 fr. color. set of six, \$36. \$6 ea. 1-3.

Manners at home

Manners at play

Manners at school

Manners while visiting

Manners at parties

Manners in public

Growing up series. McGraw-Hill. 27 fr. color. set of six, \$29.50.

\$5.50 ea. 1-3.

Good helpers

Lost and found

It pays to save

A new classmate

Johnny goes to the store

When we have guests

Health and safety. FOM. color. set of three, \$16.50. \$6 ea. 1-3.

The safe way

Keeping safe and healthy

Mind the sign

Helping each other at home. FOM. color. \$6. 1-3.

Teaches the necessity for establishing helpful relationships in the
family.

The home community. EBF. 45 fr. color. set of six, \$36. 1-3.

Our family to the rescue

Helping mother and the family

Family fun

Brothers and sisters

Keeping busy

Growing up

Jimmy Rabbit. Bailey Films, Inc. color. set of three, \$15. 1-3.

Safety at play

Democratic living

Wholesome living

Junior safety set. McGraw-Hill. 38 fr. color. set of six, \$35. \$6 ea.
1-6.

Safety at Christmas

School bus safety

Safety on the bicycle

Home safety

Playing safely

Street safety

Let's visit our friends. SVE. 30 fr. color. \$5.50. K-2.

Familiarizes students with figures of guidance, authority in their world.
Encourages good feeling for "friends."

Little things that count. Eye Gate. color. set of eight with four records,
\$50. K-3.

The busy bees

One rainy day

Lucy learns to share

Jim learns responsibility

Jerry has a surprise

Tony's summer vacation

Try, try again

Please is a good word

Living and working together. Jam Handy. 25 fr. color. set of six,
\$31.50. \$5.75 ea.

The family begins the day
The safe way to school
A busy morning in school

Lunch and play at school
A birthday party at school
The family at home

Living together in school. McGraw-Hill. 38 fr. color. set of six,
\$35.50. \$6.50 ea. 1-3.

Being prompt
Caring for school materials
Consideration of others

Going to school assembly
Our school helpers
Visitors to our class

Make way for ducklings. Weston Woods. 47 fr. color. \$6.50. K-3.
Original illustrations with picture-cued textbooklet.

Manners wherever you go. FOM. color. \$6. 1-3.

Illustrates that good manners are a necessity in every situation.

The neighborhood community. EBF. 48 fr. color. set of six, \$36. \$6 ea.
1-3.

Robbie's neighborhood
Different neighborhood
Sharing with neighbors

Places we all own
Neighborhood workers
In and out of the neighborhood

Our manners series. McGraw-Hill. 33 fr. color. set of four, \$23. \$6.50
ea. 1-3.

Manners at home
Manners in public

Manners at school
Manners when visiting

Patterns of behavior. Eye Gate. color. set of nine, \$39.

Billy the bully
Freddy forgot
Sarah is shy
All of us together
Different may be nice

The red and the blue top
Greedy Grace
Andy walks the dog
Penny and Mary

Playground safety. Bailey Films, Inc. 23 fr. set of two, \$9.

Apparatus Fun, 1
Apparatus Fun, 2

The policeman. McGraw-Hill. 40 fr. color. \$6.50 ea. 1-3.

Policemen and firemen. SVE. 30 fr. color. \$4.75. 1-3.

The primary way safety set. SVE. 37 fr. color. set of three, \$14.85.

Safe and sound at school
Safe and sound along the way

Safe and sound at home

Robert and his family. SVE. 34-42 fr. color. set of four with two rec-
ords, \$28.95. K-3.

Robert's family at home

Robert goes shopping

Robert's family and their neighbors Robert and father visit the zoo

Safety stories. EBF. 45 fr. color.. set of six, \$36. \$6 ea. 1-3.

School safety	Street safety
Home safety	Vacation safety
Play safety	Safety helpers

School bus safety. Visual Science. 60 fr. b&w. \$3. 1-6.

The school community. EBF. 45 fr. color. set of six, \$36. \$6 ea. 1-3.

The new pupil	Our job in school
Our school	Part of the team
School helpers	School courtesy

School friends and activities. SVE. 50 fr. color. \$6. K-3.

School helpers series. McGraw-Hill. 37 fr. color. set of six, \$32.50.
\$6 ea. 1-3.

The teacher	The principal
The custodian	The school nurse
The safety patrol	The cafeteria workers

School means new ways and habits. Curriculum Materials. color. \$6. K-4.

The story about Ping. Weston Woods. 45 fr. color. \$6.50. K-3.
Original illustrations with picture-cued textbooklet.

The ugly duckling. SVE. 40 fr. color. \$5 ea. K-3.

We all take turns. Curriculum Materials. color. \$6. K-4.

Shows the need for taking turns in order to be part of a group with city and farm settings.

We're growing up. Eye Gate. color. set of four with two records, \$30.

A big day for Johnny	I made it myself
Picnic in the park	The safe way

FILMLOOP

The policeman. Popular Science Publishing Co., Inc., A.V. Division, 355
Lexington Ave., New York, New York, 10017. 4 min. color. \$19.50 ea.
1-3.

Shows the policeman's day from the time he waves good-bye to his wife
until he checks the stores to be sure they are secured for the night.

RECORDS

Good manners through music. Stanley Bowmar. one 12-in. lp. \$5.95.

Little Mickey manners	My funny chocolate cookie
Smiley	Pushy
Please and thank you	Freddie and Eddie
Hang up your clothes	Use good manners with your pets

Mister door
Little talker Tom
Shh-listen

Share your toys
Guess who?
Little hands

Health and safety through music. Stanley Bowmar. one 12-in. l.p. \$5.95.

Health: Susie Q - why can't you
A little friend of mine
Guess what I had for
breakfast?
Little sneezer
T-V song
Sandman is coming

Safety: Hi, mister bus man
See the traffic light
Never in the street
Pick your toys up
Never play with matches
Up and down the stairs
Be careful of strange dogs

TAPES

Health and safety; we songs for wee folk. Tapes Unlimited. set of five,
\$28. \$5 95.ea.

Let's be friends
Good manners never change

Brush, brush, brush your teeth
Sneezes

Don't get lost
Mom's helper

A good breakfast
No garbage club

Traffic lights
Friendly yellow bus

Our wonderful world. Division of Educational Communications. 15 min.
tapes. free service. (see teacher reference) 1-6.

Our helper in safety
Our schools
Riding the bus

Stop and go
We all work together

PICTURES

Community helpers. Pict-o-graph. Standard Publishing, 8121 Hamilton Ave.,
Cincinnati, Ohio, 45231. color. \$1.95.
Includes the policeman, fireman, teacher, playground supervisor, dentist,
and others.

Community helpers. Standard Publishing, 8121 Hamilton Ave., Cincinnati,
Ohio, 45231. 11" x 14". color. \$1.95. K-2.

Policeman
Telephone man
Newsboy
Street cleaner
Fireman
Milkman

Mailman
Parcel delivery man
Visiting nurse
Librarian
T. V. repairman
Ice-cream man

A family at work and play. SVE. color. set of eight, \$8. K-3.
Family visits the zoo
Mother works in an office

Family activities at home
Leaving for school
Family shopping for shoes

Father works in printing plant
Fun on a playground
Family responsibilities in the home.

Police department helpers. SVE. color. set of eight, \$8. K-3.
Administering first aid
Roll call
Target practice
Squad car officers

Traffic control officer
Crossing guard and patrol boy
Police canine patrol
Crime laboratory in operation

Safety. Pict-o-graph. Standard Publishing, 8121 Hamilton Ave., Cincinnati, Ohio, 45231. color. \$1.95.
Flannelboard figures that show the do's and don'ts of safety rules.

School friends and helpers. SVE. color. set of eight, \$8. K-3.
Teacher in the classroom
Teacher on the playground
The principal and her helpers
School librarian

Hearing tester
Custodians
Cafeteria helpers
School bus driver

REALIA

Operating traffic light. 42-in. high. 12 lbs. \$16.25.

Safety first unit. Educational Science Service. \$37.25.

Safety Kit, a basic knowledge kit. Rand McNally. \$12.50 complete.
Includes; model intersection and traffic signals, three filmstrips, study prints, and a teacher's guide with suggested activities, questions, and topics for discussion.

Traffic signs. set of eight, \$18. \$2.25 ea.

Useful signs to see and read. 11 1/4"x14". \$3.

GRADE 2

Stating the Problem

- How can we help second graders develop the understanding that rights, freedoms, and responsibilities are interrelated?

Understandings To Be Developed

1. Enjoying one's own rights and freedoms demands that we respect the rights and freedoms of others.
2. One of our major rights is that of free speech, which entails the responsibility of letting others express their views.
3. Another of our major rights is that of owning property, which entails the responsibility of respecting the property of others.
4. Another of our rights is that of freedom of conduct within the law. This entails the responsibility of obeying implicitly those rules and regulations which are designed for our own and other's protection.
5. Law enforcement agencies exist to maintain law and order. We have the responsibility to help these agencies protect our lives, rights, and property.

Information Needed (To develop understandings)

1. Why are rules and laws necessary?
2. What are the meanings of the words: rights - responsibilities?
3. What rights and responsibilities do we have as:
 - . members of a classroom
 - . members of a community
4. How are rights, freedoms, and responsibilities interrelated?
5. Why is it our responsibility to respect the rights and freedoms of others?
6. What are the rights and responsibilities that accompany freedom of speech?

7. What is meant by:
 - . private property
 - . public property
8. Why do we have the responsibility to respect public and private property?
9. What type of rules and laws do we follow daily:
 - . safety
 - . cooperation and courtesy
 - . respect for rights and property
10. Who is responsible for seeing that rules and laws are followed?
11. Why is there a need for law enforcement agencies?
12. How do law enforcement agencies help to insure the rights, property, and well-being of all?

Learning Activities (Rights and responsibilities in the classroom)

1. Introduce the idea that there are certain rights, to which we have as Americans.

Discuss with the children the rights they are entitled to as members of a class. Include such ideas as the right to:

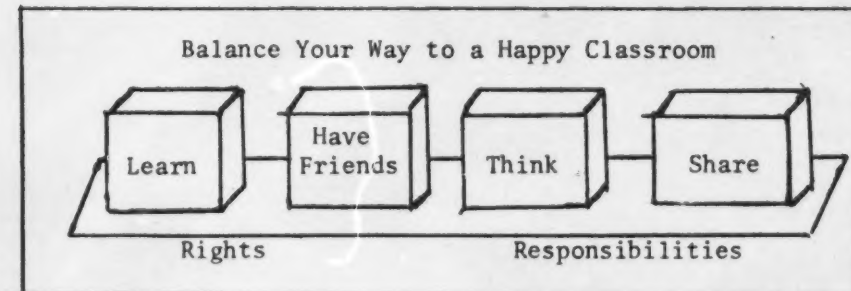
- . be a part of a group
 - . use school materials and facilities
 - . plan and help in the organization of room activities
 - . meet and make friends
 - . enjoy school
 - . have our rights respected by others
2. Begin to develop an understanding of the word "responsibility" by playing the game What Might Happen If:
 - . A motorist did not stop for a red light?
 - . Mother did not cook or iron?

- . Father did not go to work.
- . Teachers and children did not come to school.

Through such discussion, create the understanding that there are certain things we are expected to do, and that by doing what is expected of us we can help make life orderly and pleasant for ourselves as well as for others.

Help the children to list the responsibilities they must assume to insure their own rights as well as the rights of their fellow classmates. Include such ideas as:

- . listening and thinking
 - . trying one's best
 - . sharing and taking turns
 - . being cooperative and courteous
 - . being kind and considerate
 - . obeying classroom rules and regulations
 - . respecting school and personal property
3. Prepare a bulletin board to illustrate how rights and responsibilities are interrelated. A suggestion is:



4. Prepare charts, captioned "Our Rights" - "Our Responsibilities."
5. View the filmstrip series "Living Together in School" (McGraw-Hill.)
6. Read Tommy-on-Time (Novinger, V.) and/or Little Red Rooster (VanHorn, G.), to illustrate the unhappiness caused by lack of responsibility.

7. Read and discuss the Brownie and Cub Scout promises. Help children to deduct how these pledges apply to all children.
8. Ask the children to relate the consequences that resulted from incidents where they did not listen.
9. Introduce a new classroom game to illustrate the responsibility of each person to follow the directions, so that the game will be successful and fun for all.
10. Plan a group activity such as the making of candy, applesauce, or butter, to demonstrate the responsibility of each child to follow directions for the good of all.
11. Use a game such as "Squirrels in the Trees," to illustrate the responsibility of each participant to share in the active and passive roles of the game.
12. Discuss why sharing and taking turns are necessary when there are many people using the same room and materials that are meant for the use of all.
13. View the film "Fairness for Beginners" (Coronet), which emphasizes respect for the rights of others.
14. Talk about how difficult it would be to learn and understand if we did not have books, chalkboards, paper, scissors, etc. Include in the discussion the importance of caring for these materials.
15. The following activity might be used to demonstrate the awkwardness of working with limited materials:

Supply each child with two sheets of paper. Instruct the children to use the first sheet to produce, in any way they can, a geometric shape. Allow the children to use pencils and scissors with their second sheet of paper. Compare the results and draw logical conclusions.

16. Show the filmstrip "Our Job in School" from the School Community series. (EBF)
17. Review established classroom rules and procedures. Ask the children to explain how these rules help to make their classroom a pleasant and orderly place to be.
18. Have the children do impressionistic paintings using only color as a means of interpreting a classroom without rules or order.
19. Help the children compile a "helpers chart" for the purpose of learning to be responsible for the care and organization of their room.

20. View the film "We Go to School" (Coronet), which emphasizes individual responsibility and consideration for others.
21. Read H. C. Anderson's, The Ugly Duckling. Help children realize the responsibility they have in considering the feelings of others.
22. Recall the arrival of a mid-year entry, to illustrate the responsibility we have in considering the feelings of others. Ask this child to relate the ways in which other members of the class welcomed him and made him feel at home.
23. Discuss the importance of including everyone in an activity. To demonstrate this idea, select a game and exclude one or two children from it. Upon completion of the game ask the excluded children to tell how it felt to be "left out."
24. Help the children to discover that words of courtesy, such as "please" and "thank you" are "magic" words, since the use of them tends to influence a person's reaction or response. Play "What Would You Do?"
 - . if someone said, "Please hand me that book?"
 - . if someone said, "Hey you! Give me that book right now!"
25. Play a variation of the game "Giant Steps." The "giant" does not allow a player to advance, unless the player uses the words "please" and "thank you" when asking for and receiving his request.
26. Read Thank You - You're Welcome and Excuse Me! Certainly! (Slobodkin, L.)
27. Have the children role-play "negative" classroom situations (quarreling, mis-using materials, impoliteness, etc.) Discuss how the situation could be improved and have it re-played in a positive way.
28. Dramatize work and play activities in such a way as to illustrate the interaction of rights and responsibilities in classroom activities.
29. Have the children make companion posters showing rights with accompanying responsibilities.
30. Make a Friendship Box. Have the children place in it the names of others who have shown themselves to be responsible class members.
31. Play the game "Guess Who?" Have a child give a brief description of the traits he admires in one of his classmates without indicating the child's name.
32. Have the children write original poems or rhymes to illustrate how they exercise their responsibilities. Examples are:

I take my turn

In work and play
It helps to make
A happy day.

Whether I win
Or whether I lose
I always play
By the rules.

Learning Activities (Rights and responsibilities in the community)

1. Discuss with the children the rights they are entitled to as members of the community. Include such ideas as the right to:

- . live in safe, healthful, and pleasant surroundings
- . have personal rights and property respected
- . use public facilities
- . benefit from the services provided by public servants
- . join community organizations

The children should be able to deduct that there are certain responsibilities they must assume so that their rights, and the rights of all members of the community, will be assured.

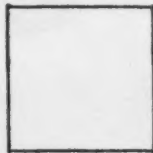
2. Ask the children to share an experience they have had with a neighbor. Draw from them the reason why the experience was a pleasant or unpleasant one.
3. Ask the children to tell of some of the ways in which neighbors show friendliness toward one another. Explain how friendliness helps to make the neighborhood a more pleasant place for all who live there.
4. Lead the children to understand that they must share in the responsibility of making their neighborhood a friendly and attractive place to live. Include in the discussion such rules of respect for rights and property as:

- . not walking on lawns
- . playing in designated areas
- . respecting the desire for privacy
- . keeping noise to a minimum
- . care in the use of another's belongings

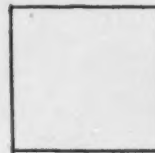
5. Discuss how keeping homes and grounds attractive helps to make the community a pleasant place in which to live.
6. Read the book How Families Live Together from The How Series (Benefic Press.) Discuss with the children the way that members of a community work together to insure the health, safety, and welfare of all.
7. Invite a local doctor into the classroom to speak on why the members of a community have the responsibility to obtain periodic medical and dental check-ups.
8. Ask a member of the Sanitation Department to visit the classroom to talk about the responsibility of all to help keep the community clean.
9. Plan a trip to a Water Purification Plant or Sewage Plant.
10. Have the children make illustrated booklets showing the responsible things one does to help make his community a safe, healthful, and pleasant place to live.



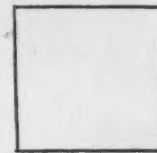
obeying
traffic
signals



wrapping
garbage



mowing
the lawn



cleaning out
the garage

11. Draw a skeleton map. Have the children mark or designate all recreational facilities in the community.
12. Discuss how the responsible use of recreational facilities provides enjoyment and pleasure for all.
13. Discuss with the children the responsible use of public facilities other than recreational (libraries, museums, streets, sidewalks, public conveniences.) Ask the children to recall incidents where mis-use of a facility infringed on another's rights.
14. View films and filmstrips to show the duties and responsibilities of public servants.
15. Discuss the reasons why members of a community have a responsibility to those who provide services.
16. Make a mural showing the workers (firemen, policemen, postmen, etc.) who provide services for the members of a community.

17. Plan fieldtrips to the local firehouse, police station, post office, hospital. As follow-up activities have the children:
 - . Write "thank you" letters including in them the ways they will help these public servants help them.
 - . Write experience charts.
 - . Write original compositions, such as If I Were A Fireman.
18. Play the game "Life Without..." Ask the children to imagine what life would be like if a service of the community (police and fire protection, water, electricity, public transportation, etc.) were to be terminated for a week.
19. Read or tell the story "The boy who cried wolf." Help the children interpret the message to be learned from the story.

Lead the children in a discussion to find "modern-day boys who cry wolf" such as:

 - . child pretending to be lost to test police ability to find his home
 - . child turning in a false alarm and in doing so infringed upon the rights of others.
20. View the filmstrip series "The Home Community" (EBF) to observe the people who participate in the activities of the community, and who cooperate in making the community a desirable place in which to live.
21. Invite a businessman or member of a local civic organization (Kiwanis, P.T.A., Elks, Moose, Boy's Club, Lions, etc.) to talk about ways businessmen assume the responsibility of working together for the betterment of the community.
22. Discuss with the children their right to join organizations (Brownies, Cub Scouts, Y's, Boys' and Girls' Clubs, 4-H, Indian Guides), and their responsibility to live up to the standards of these organizations.

Arrange for non-members to have the opportunity to join these organizations if they wish.

Learning Activities (Rights and responsibilities of freedom of speech)

1. Ask several children to give brief talks on opinionated subjects such as "Why dogs make the best pets" - "The best place for a vacation" - "Why it's more fun to be a boy than a girl." Instruct the other members of the class to interrupt, disagree, and inject their opinions at anytime during the talk. At the conclusion of the presentation, ask the speaker to relate his feelings. Help the children to understand that although they may not have agreed with what was said, it is their

responsibility to listen courteously and to allow others to express their views.

2. Initiate a discussion whereby plans will be made for a group activity such as a class party, trip, or art project. Exercise no control over the discussion. When the children realize that little is being accomplished, lead them to understand that ideas must be presented in an orderly and courteous fashion.
3. Ask the children to recall incidents where they have been offended or hurt by the words of others. Help the children to realize that, although they have the right to speak freely, they have the responsibility to consider how their words will affect those involved. Talk about the ill will caused by gossiping, tattling, name-calling, booing, etc.
4. Plan a trip to the local radio or T.V. station.
5. Read "Letters to the Umpire" from Open Highways, Book 5, Scott Foresman.
6. Write a cooperative class letter to the editor of the local newspaper expressing views, opinions, or suggestions as to a current community concern.
7. Help the children to select an original composition, story, or poem and submit it to one of the following children's magazines: Humpty-Dumpty, Jack & Jill, or Highlights.
8. Initiate a class activity whereby children poll the student body as to their opinion on a topic such as: improving cafeteria behavior, making the playground a safer place to be, or beautifying the school grounds. Compile, publish, and distribute the results to the student body.
9. Initiate an appreciation campaign on a subject such as patriotism or beauty in nature. Help the children to select appropriate poems, essays, stories, or songs, which are to be shared with the entire student body through the use of the public address system.
10. Initiate a discussion on the purpose of criticism. As a follow-up, tape the oral reading of several children. Invite the other members of the class to comment on both the strong and weak points of the presentation.

Learning Activities (For respect of school property)

1. Ask the children to recall instances of when one of their personal possessions was lost or damaged, either by themselves or by others. Lead the discussion to answer such questions as:
 - . How did it happen?
 - . Who was responsible for it happening?

- . What feelings did the incident cause?
 - . How might it have been prevented?
2. Help the children to understand the pleasure and satisfaction obtained through doing work by initiating a class project such as:
 - . beautifying an area of the school grounds
 - . making curtains for their classroom
 - . a mural

Lead the children to reveal how they would feel if damage were done to their project, and parallel their feelings to those of people in the community whose property has been damaged.
 3. The following type of activity might be used to illustrate the unhappiness caused by damage to one's property. Have the children replant potted flowers in an area of the school ground accustomed to "heavy traffic." It is reasonable to assume that within a few days the flowers will be trampled. Discuss with the children how this makes them feel. Relate this experience to the need for respect of one's property in the home and community as well as in school. (Set aside several boxes of flowers to be replanted in a "safer" area of the school grounds.)
 4. Discuss individual responsibility for the care of books, materials, and equipment that the entire class must use. Relate to the care of personal property.
 5. Have the children make illustrated booklets containing rules about the proper way to care for and preserve classroom materials and tools.
 6. Obtain the oldest textbooks available. Present them to the children and talk about:
 - . the poor condition of the texts
 - . how they got to be this way
 - . the lack of enjoyment in using them
 - . ways in which the "life" of the texts could have been extended
 7. Invite the principal into the classroom to speak on the cost of replacing damaged school property.
 8. Invite the school librarian into the classroom to speak on the care and cost of repairing and replacing damaged books.

9. Take the children to either a neighborhood or school playground to help them realize the importance of caring for public property such as playground equipment. Upon arrival, put signs such as these on some of the apparatus: "Broken Swing," "No Handles on This Teeter-Totter," "Out-of-Order." Back in the classroom stimulate a discussion about how lack of responsibility may have been the cause of the faulty condition of the apparatus.
10. Survey the school building and grounds, and note the mis-use of or damage to property. Plan ways in which the situation or condition could be altered. Use the P. A. system to help make the student body aware of your findings and suggestions. Urge their support and co-operation.
11. Initiate a school contest. Ask each class to submit a poster, a slogan, and a simple rhyme which illustrates responsible use of school property. Display all entries throughout the building. Ask the principal and several other members of the school staff to act as judges. Winning entries might be announced at a school assembly.
12. View the filmstrip "Good Citizens Respect Property" from the Growing in Citizenship series Young American, and learn about the ways to improve the property around both school and home.

Learning Activities (Respect of community property)

1. Discuss how all members of a family are responsible for the care and conservation of their home. Include such ideas as:
 - . caring for furnishings
 - . caring for individual and joint belongings
 - . caring for the interior and exterior
2. Help each child compile a list of activities in which he is responsible for helping with the upkeep of his home.
3. Discuss with the children the ways in which people in the community work to keep their homes and grounds attractive. In some areas, it may be necessary to conduct the discussion in ways to improve the appearance of the community.
4. Help the children to understand that they must share in the responsibility of making their neighborhood a friendly and attractive place to live. Include in the discussion such rules of respect for rights and property as:
 - . not walking on lawns
 - . playing in designated areas

- . respecting the desire for privacy
 - . care in the use of another's belongings
 - . keeping noise to a minimum
5. Help the children construct a block of their neighborhood using such materials as clothespins for trees and utility poles, small boxes for homes, pieces of sponge for bushes, etc. Discuss with the children the pride they have for their "model" block, drawing from them the reasons for their pride, such as: neatness of the job, the clean look of the block, etc.

The following day (before the children arrive) the teacher can litter the "block," and then discuss with the children their new feelings: lack of pride, need to clean up, etc. Draw a comparison between the model and a real neighborhood.

6. Have the children collect pictures of neighborhoods, homes, or recreation areas not kept clean and neat and also pictures of well-kept areas. Display both sets of pictures in the room with an appropriate caption such as: "It's Up to You."
7. Initiate a class project to improve or beautify community grounds such as:
- . planting flowers, shrubs, or trees
 - . "cleaning out" vacant lots
 - . maintaining the lawns and property of elderly citizens
8. To illustrate how people share the advantages and responsibilities of the community, initiate a class project such as the making of signs to direct attention to the proper use of recreational facilities. Examples are:
- . No Bicycles Allowed!
 - . Keep Off the Grass!
 - . Please Do Not Pick the Flowers.
 - . Do Not Stand on Swings!

Discuss the meaning of each sign made.

9. Plan a campaign to help community residents become more aware of their responsibility to keep their neighborhood a pleasant and attractive place to live. Children might:

- . provide an editorial for the local newspaper
 - . create slogans such as "Work Together for Community Pleasure" to be mimeographed and distributed
 - . designate a beautification day for all residents to work together and individually on community property
10. View the film "Beginning Responsibility - Other People's Things" (CORF), which illustrates the proper ways to care for public and private property.
 11. Have the children write compositions about the reasons to be proud of their school and community.
 12. Make a class mural. Have each child show something that he does to make his neighborhood a pleasant and attractive place to live.

Learning Activities (Law and order)

1. To illustrate how rules of safety, cooperation, courtesy, and respect for rights and property contribute to the orderliness of society. Play the game "Can You Guess?"
 - . A motorist comes to a red light. Can you guess what he will do?
 - . Susan asks Jane to share her crayons. Can you guess what Jane will do?
 - . Sally gives Janet a birthday present. Can you guess what Janet will say?
 - . Jack raises his hand to ask a question. Can you guess what the teacher will do?
 - . The children are playing in the park. They see the sign - Keep Off the Grass! Can you guess what the children will do?

Discuss with the children the reason why the questions were easy to answer. Help the children to understand that we can predict what most people will say and do in a given circumstance. We can predict this because most people follow rules and laws.

2. Ask each child to share a rule he follows daily. Through the responses help the children to deduct:
 - . People follow rules of safety, cooperation, courtesy, and respect for rights and property.
 - . People follow these rules to help make life safe, orderly, and pleasant for themselves, as well as for others.

3. Play the game "What Might Happen," to create an awareness of the probable consequences if rules and laws are not followed. What might happen if:

- . You do not look both ways before crossing a street?
- . You win the game, but not fairly?
- . You tell untruths about someone else?

Develop the understanding that when we do not follow rules and laws, we not only jeopardize our own rights and well-being, but also the rights and well-being of others.

4. Draw or display several symbols which represent specific meanings, such as the American Flag, the Cub Scout emblem, a railroad crossing sign, a four-leaf clover, etc. Be sure to include a policeman's badge or shield. Discuss the meaning of each symbol. Help children to understand that the policeman's badge is a symbol for law and order. Explain that:

- . A policeman enforces our responsibility to follow rules and laws.
- . A policeman protects us against those who do not follow rules and laws.
- . A policeman helps to make life safe, orderly, and pleasant.

5. Create an awareness of the qualifications and training needed to become a law enforcement officer. Include such facts as:

Qualifications

- . good health
- . courage
- . intelligence
- . capable of making wise and quick decisions
- . kindly, courteous, and considerate
- . responsible

Training - attends school to

- . acquire a knowledge of existing rules and laws
- . learn the procedures and techniques needed to protect the rights and enforce the responsibilities of the individual

- . become proficient in the use of equipment, firearms, and weapons
- . learn means of self-defense
- . learn to administer first aid

Supplement the discussion by showing the film "Policeman Walt Learns His Job" (Film Associates), and by reading and discussing the book Police - The Work, Equipment, and Training of Our Finest. (Colby)

6. Read books that illustrate the duties and responsibilities of policemen. Suggestions are:

About Policemen (Dillon, I.)

I Want to Be a Policeman (Greene, C.)

True Book of Policemen (Miner, I.)

Let's Find Out About Policemen (Shapp, M.)

The Amazing Mr. Pelgrew (Schlein, M.)

Make Way for Ducklings (McClosky, R.)

7. View the following filmstrips and films:

"Our Community Helpers - The Policemen" (long, Film Slides Service)

"Why We Have Rules and Laws" (Morehouse)

"Our Police Department" (EBF)

"The Policeman" (EBF)

8. Help the children list the many ways in which a law officer helps to make our community a safe and better place to live. Include such ideas as:

- . traffic control
- . accident assistance
- . crowd control at parades, ball games, fires
- . pursuit and apprehension of violators of the law
- . alertness for potential danger along highways, streets, and buildings
- . assistance to those in need of help or information

- . locating missing persons or articles
 - . administering first aid
9. Ask the children to recall times when they have seen a law officer at work. Lead the children to interpret the reason for what he was doing as it applies to the well-being of others.
 10. Have the children make a mural, a class scrapbook, or individual booklets illustrating the duties and responsibilities of law officers.
 11. Create an awareness of the names given to local, State and national law enforcement officials by introducing the following terms: policeman, officer, trooper, sheriff, marshall, deputy, F.B.I., secret service.
- Explain how sometimes it is necessary for a law enforcement agency in one community to seek the assistance of other local, State, or national agencies.
12. Invite a law enforcement officer to the classroom to talk on the ways that:
 - . scientific advancements aid in crime detection and routine police work
 - . the use of the latest communication and transportation equipment in police work
 13. Visit local law enforcement headquarters to learn the means and methods employed by agents to maintain law and order.
 14. Make a "new word" class dictionary. Include such terms as: squad car, patrol, blotter, call boxes, plain-clothes man, squad room, teletype, crime laboratory, ballistics, etc.
 15. Ask children to share their experiences from participation in police-sponsored programs, such as PAL, summer camps, bicycle - safety campaigns.
 16. Write a cooperative class letter to the editor of the local newspaper expressing an appreciation for the services rendered by the law officers in the community. Include ways in which all members of a community can help these officials to maintain law and order.
 17. Have the children write and illustrate original stories, compositions, poems, or rhymes. These might be bound together and sent to local law enforcement headquarters.

Teaching Materials

BOOKS

Beim, Jerrold. The smallest boy in the class. Morrow. 1949. \$2.78. 1-3.
Everyone is important.

Beim, Lorraine. Two is a team. Harcourt, Brace & World. 1945. \$1.84.
1-3.
The need to work together.

Chapin, Cynthia. Squad car fifty-five. Whitman. 1966. \$1.95. 1-3.

Colby, C. B. Police; the work, equipment, and training of our finest.
Coward-McCann. 1954. \$2.50. 2-6.
Uses photographs to portray the work and equipment of the police.

Dillon, Ina. About policemen. rev. ed. Melmont. \$1.88. K-2.

Erdoes, Richard. Policemen around the world. McGraw-Hill. 1967. \$3.50.
1-3.
Gives a brief history of how certain people have been given the duty
of protecting the other people. Includes very briefly the duties,
names, and uniforms of the policemen in various countries around the
world.

Freeman, Don. Dandelion. Viking. 1964. \$3.04. K-3.

Hoban, Russell. The sorely trying day. Harper & Row. 1964. \$2.19. 1-3.

Hoffman, Elaine. About friendly helpers for health and safety. Melmont.
1967. \$1.88. K-2.

Joslin, Sesyle. What do you do, dear? Young Scott Books. 1961. \$2.06.
1-3.
An amusing handbook for correct social behavior.

What do you say, dear? Young Scott Books. 1958. \$2.06. 1-3.
An amusing book about courtesy.

Krauss, Ruth. The backward day. Harper & Row. 1960. \$2.92. K-1.

Ladin, Les. About policemen around the world. Melmont. 1964. \$1.88.
K-2.

Describes work of policemen in France, England, Italy, Japan,
Australia, Chile, Canada, and on American frontier.

Leaf, Munro. Fair play. Lippincott. 1939. \$3.29. 2-3.

____ Manners can be fun. Lippincott. 1958. \$2.95. 2-4.

Martin, P. M. The rice bowl pet. Crowell. 1962. \$3.50. K-3.

Minarik, Else. No fighting, no biting. Harper & Row. 1958. \$1.95. K-3.

Newman, Shirlee. About the people who run your city. Melmont. 1963.
\$2.50. K-3.

Simple explanation of different kinds of city government and responsibilities and training of people who work in various departments of a modern city.

Phillips, Eleanor. About the driver of a bus. Melmont. 1959. \$1.88.
K-2.

Rey, H. A. Curious George rides a bike. Houghton. 1952. \$3.50. K-3.
Could illustrate the wrong way to use a bicycle.

Schlein, Miriam. Amazing Mr. Pelgrew. Abelard-Schuman. 1957. \$2.75.
K-2.

Story of a policeman and his duties.

Sendah, Maurice. Pierre; a cautionary tale in five chapters and a prologue.
Harper & Row. 1962. \$1.84. K-3.

Sootin, Laura. Let's go to a police station. Putnam. 1957. \$1.86. K-2.

Turner, Mina. Town meeting means me. Houghton-Mifflin. 1951. \$2.73.
K-2.

Explains work of town officers and agencies, and points out that each citizen is responsible for the good government of his community.

Udry, Janice. Let's be enemies. Harper & Row. 1961. \$2.19. K-3.
John is unhappy because his friend is too busy, and when he tells him this, the two boys say they will stop being friends.

Wiseman, B. Morris is a cowboy, a policeman, and a baby sitter. Harper & Row. 1960. \$2.19. 1-2.

Witty, Paul. True book of freedom and our U. S. family. Children's Press. 1956. \$2.50. 1-3.

Introduction to the concept of democracy.

Wondriska, William. The tomato patch. Holt, Rinehart & Winston. 1964.
\$3.27. K-3.

Story of two young princes who live in kingdoms that have room only for weapons and not for gardens until an unusual change comes.

FILMS

Are manners important. EBF. 11 min. purchase: b&w, \$70. 1-6.

Presents the case of a boy who thinks "kids don't need manners" and shows how he loses his friends through inconsiderate acts. Promotes discussion of the need for manners for orderly living in a group.

Be your own traffic policeman. Portafilms. 10 min. color. 1-6.

Illustrates that though a policeman may sometimes be there to help, an individual must frequently be his own policeman in safely meeting traffic hazards.

Beginning responsibility: being on time. Coronet. 11 min. purchase: b&w, \$60. color, \$120. 1-4.

Beginning responsibility: other people's things. Coronet. 11 min. purchase: b&w, \$60. color, \$120. 1-3.

Pupils become aware of the need for respecting the property of others.

Beginning responsibility: rules at school. Coronet. 11 min. purchase: b&w, \$60. color, \$120. 1-3.

Cities and protection: protecting lives and property. McGraw-Hill. 8 min. purchase: color, \$100. 2-3.

Illustrates the various jobs of the police, firemen, and health officials, who are employed by the city to protect the community in different ways.

City pets: fun and responsibility. Coronet. 11 min. purchase: b&w, \$60. color, \$120. 1-3.

Stresses the special care these domesticated animals require and helps children to understand their responsibility toward their pets.

Everyone helps in a community. Churchill Films. 13 min. purchase: b&w, \$75. color, \$150. 1-6.

Stresses values of community living contrasted with the lonely existence of the first farm family. Uses an animated model of a small valley.

Fire exit drill at our school. Coronet. 11 min. rental: b&w, \$.25. color, \$2.50. 1-6.

Shows how to plan and execute a fire drill in an elementary school. Stresses the value of orderlines and suggests how pupils can cooperate.

Fun of making friends. Coronet. 11 min. rental: b&w, \$2.50. color, \$4.25. 1-6.

Joey is a social outcast because he does not consider the feelings of his classmates. But after talking with his mother he puts into practice new rules of conduct.

Fun on the playground. EBF. 11 min. purchase: b&w, \$70. 1-6.

Shows a group of children playing three types of games: those which they invent themselves, those learned under supervision but carried on alone, and those dramatic activities which grow out of school activities.

Getting along with others. Coronet. 11 min. purchase: b&w, \$60. color, \$120. 1-3.

Getting angry. Film Associates. 10 min. purchase: b&w, \$65. color, \$120. 1-3.

Could illustrate respect for the property of others as well as showing the children that most of the anger is misdirected.

Helpers in our community. Coronet. 10 min. purchase: b&w, \$60. color, \$120. K-3.

Points out that each helper earns a living at his job of helping in the community while helpers, in turn, receive the help of all the other community helpers.

Helpers in our community. EBF. 11 min. purchase: b&w, \$60. color, \$120. 1-3.

Shows how all work together to make the community a good place to live.

Holiday from rules. Portafilm. 11 min. rental: color. 1-6.

Features a group of 7-to-10-year-old children expressing their wish to live in a place where there are no rules, but often by their experience in living in such a place they realize the necessity of rules.

How quiet helps at school. Coronet. 11 min. purchase: b&w, \$60. color, \$120. 1-6.

The film shows how a quiet atmosphere is conducive to working well and reflects consideration for others.

In case of fire: fire drills and fire safety. EBF. 20 min. purchase: b&w, \$135. color, \$265. 2-8.

Shows a well organized school fire drill in progress, and then dramatizes several true-to-life situations in which the most effective safety procedures and most modern equipment are used to combat a fire occurring in a school, a home, and a theater.

Kindness to others. Coronet. 11 min. purchase: b&w, \$60. color, \$120. 1-3.

Sam becomes ill and his class learns about kindness.

Let's be good citizens at play. Gateway Productions, Inc. 10 min. purchase: b&w, \$60. 1-6.

Let's be safe at home. Portafilms. 11 min. color. 1-6.

Presents five situations which show how to avoid common accidents which children encounter at home. Double-exposure is used to show each possible accident happening and then the child actually proceeding safely.

Let's play fair. Coronet. 10 min. rental: b&w, \$2.50. color, \$4.25.

1-6.

Shows Herbie and his brother Bill as they learn that sharing, taking turns, and obeying rules are fundamentals of fair play.

Let's stop and go safely. Portafilms. 18 min. b&w. color. 1-6.

Illustrates how by being alert, careful, courteous, and considerate Jimmy avoids possible accidents. The children of the class tell of their near accidents and the camera stops the scene while the children imagine what could have happened to them.

Manners at school. Gateway Productions, Inc. 10 min. purchase: b&w, \$60.

1-6.

Our city government. Film Associates. 9 1/2 min. purchase: b&w, \$65.

color, \$120. 2-6.

The film shows how a man is elected to the city council where he represents the people who chose him. Generally it shows that because of the city government, the city is a better and safer place.

Our class works together. Coronet. 11 min. purchase: b&w, \$60. color,

\$120. 1-3.

Our community. EBF. 12 min. purchase: b&w, \$60. color, \$120. K-3.

Points out ways in which the members of a community serve each other and emphasizes that membership in a community is a responsibility as well as a privilege.

Our state government. Film Associates. 12 min. purchase: b&w, \$75.

color, \$155. 2-6.

To provide the services and protection needed by the people who live within a state, each state has a government.

Primary safety: in the school building. Coronet. 10 min. rental: b&w, \$2.50. color, \$4.25. K-3.

Primary safety: on the school playground. Coronet. 10 min. rental: b&w, \$2.50. color, \$4.25. K-3.

Rules and laws. EBF. 15 min. purchase: b&w, \$86. 1-8.

A group of children learn how rules and laws are made and changed as they play games together. Emphasizes the concept that rules must be changed with changing conditions. Points out ways in which laws serve the needs of entire communities and the nation.

Safe living in your community. Coronet. 11 min. rental: b&w, \$2.50. color, \$4.25. 1-6.

Illustrates three school safety rules: good housekeeping, good safety practices, and good citizenship.

The safest way. AAA. 14 min. color.

Describes a unit of safety as carried out by an intermediate class. Includes a field trip to observe traffic conditions and controls and individual planning of the safest routes to and from school.

Safety on the playground. EBF. 14 min. purchase: b&w, \$75. color, \$150. K-3.

Safety on the school bus. McGraw-Hill. 10 min. purchase: b&w, \$60. 1-8.

Illustrates good and bad behavior while waiting for the bus, getting on, riding, and getting off.

Street safety is your problem. McGraw-Hill. 10 min. purchase: b&w, \$60. 2-6.

Walking or playing near the street, crossing the street, walking along a road, and entering or leaving a bus are all part of the safety procedures illustrated in this film.

We play and share together. Bailey Films, Inc. 10 min. purchase: b&w, \$60.

Demonstrates the desirability of cooperation, courtesy, and consideration toward others by showing children at play during a recreation period.

What is a neighborhood? EBF. 11 min. purchase: b&w, \$60. color, \$120. 1-3.

This illustrates some of the things that neighbors can do together to make a neighborhood a safer, more pleasant, and more attractive place to live.

What our town does for us? EBF. 11 min. purchase: b&w, \$60. color, \$120. 1-3.

Billy tours the town hall and sees how community governments are organized. He learns that taxes support the community government.

FILMSTRIPS

The American way of life. Associated Educational Materials, Usonia, Rd., Pleasantville, New York. color. set of 10, \$60. 1-3. (30 day approval). Basic Skills, Inc.

Our basic need for laws (Part I)	Our freedom of speech (Part I)
How we make our laws (Part I)	Our freedom of the press (Part I)
Why we obey and support our laws (Part I)	Our right to trial by jury (Part I)
Our laws mean responsibilities as well as privileges (Part I)	Our freedom to assemble (Part I)
Our freedom of religion (Part I)	Our protection against double jeopardy (Part I)

Behavior and cooperation. Curriculum Materials. color. \$6 ea. K-4.	
Behavior and cooperation in school	Behavior and cooperation traveling on buses
Behavior and cooperation on the playground	Behavior and cooperation shopping
Behavior and cooperation on the street	Behavior and cooperation on the class picnic
Behavior and cooperation at home	Behavior and cooperation in public buildings
Behavior and cooperation visiting friends	Behavior and cooperation in being dependable

Bicycle safety. Visual Science. 40 fr. b&w. \$3. 1-6.

Bike behavior. SVE. 33 fr. color. \$5. 1-3.

Child cooperation and self-discipline. 23-35 fr. SVE. b&w. set of nine, \$24.30.

Share the sandpile	School ground discoverer
Share the ball	The slide
The new book	The field trip
Jimmy didn't listen	What would you do?
Working together	

Consideration for others. 43 fr. SVE. color. \$6. 1-6.

Consideration when others are busy; lending a hand; consideration in thoughts, words, and actions.

Curious George rides a bike. Weston Woods. 58 fr. color. \$6.50. K-3.
Original illustrations with pictures and textbooklet.

Good manners. EBF. 48 fr. color. set of six, \$36. 1-3.

Manners at home	Manners at play
Manners at school	Manners while visiting
Manners at parties	Manners in public

Health and safety out-of-doors. Visual Science. 42 fr. b&w. \$3. 1-6.

Junior safety set. McGraw-Hill. 38 fr. color. set of six, \$35. 1-6.

Safety at Christmas	School bus safety
Safety on the bicycle	Home safety
Playing safely	Street safety

Learning to live together. Part 2. SVE. 41 fr. color. set of four with two records, \$25.50. 1-6.

Getting along with family	Learning how to be liked
Chuck learns about sharing	Learning to make friends

Let's visit our friends. SVE. 30 fr. color. \$5.50. K-2.

Familiarizes students with figures of guidance, authority in their world.
Encourages good feeling for "friends."

Making your neighborhood better. FOM. color. \$6. 1-3.

Illustrates the process of interaction and places emphasis on social learning.

Manners wherever you go. FOM. color. \$6. 1-3.

The neighborhood community. EBF. 48 fr. color. set of six, \$36. 1-3.

Robbie's neighborhood	Places we all own
Different neighborhood	Neighborhood workers
Sharing with neighbors	In and out of the neighborhood

Our manners series. McGraw-Hill. 33 fr. color. set of four, \$23. 1-3.

Manners at home	Manners at school
Manners in public	Manners when visiting

Respect for property. SVE. 38 fr. color. \$6. 1-6.

Describes everyone's right to own property; utilizes specific examples.

Safety and health. Curriculum Materials. color. \$6 ea. K-4.

How we keep our selves healthy	Playground safety
Your food and your health	Home safety
Germs cause disease	Summer safety
Safety on the way to school	Bicycle safety
School safety	Playing in the city

Safety tales. EBF. 50 fr. color. set of six, \$36. \$6 ea. 1-3.

I'm no fool with a bicycle	I'm no fool as a pedestrian
I'm no fool with fire	I'm no fool having fun
I'm no fool in water	How to have an accident in the home

School bus safety. Visual Science. 60 fr. b&w. \$3. 1-6.

What did you say, dear? Weston Woods. 27 fr. color. \$6.50. K-3.

Uses original illustrations with text printed on filmstrip.

Why we have rules and laws. Curriculum Materials. color. \$6. K-4.

Describes the need for rules and laws, illustrating their importance and pointing out that laws make a person think about others as well as himself.

You and safety. Eye Gate. color. set of nine, \$35. \$5 ea. 1-6.

The struggle for safety	Safety coming to school and in school
Safety in the home	Safety in school shops and gymnasiums
Preventing accidents in the home	Safety on the street and on vehicles
Fire prevention at home and in school	Safety in outdoor sports
	Safe play on school grounds

FILM LOOP

The policeman. Popular Science Publishing Co., Inc., A. V. Division, 355 Lexington Ave., New York, New York, 10017. 4 min. color. \$19.50 ea. 1-3.

Shows the policeman's day from the time he waves good-bye to his wife until he checks the stores to be sure they are secured for the night.

TAPES

Health and safety; wee songs for wee folk. Tapes Unlimited. set of five, \$28. \$5.95 ea.

Let's be friends

Good manners never change

Brush, brush, brush your teeth

Sneezes

Don't get lost

Mom's helper

A good breakfast

No garbage club

Traffic lights

Friendly yellow bus

Our wonderful world. Division of Educational Communications. 15 min. tapes. free service. (see teacher reference) 1-6.

Our helper in safety

Stop and go

Our schools

We all work together

Riding the bus

PICTURES

Community helpers. Pict-o-graph. Standard Publishing, 8121 Hamilton Ave., Cincinnati, Ohio, 45231. color. \$1.95.

Includes the policeman, fireman, teacher, playground supervisor, dentist, and others.

Community helpers. Standard Publishing, 8121 Hamilton Ave., Cincinnati, Ohio, 45321. 11" x 14". color. \$1.95. K-2.

Policeman

Telephone man

Newsboy

Street cleaner

Fireman

Milkman

Mailman

Parcel delivery man

Visiting nurse

Librarian

T. V. repairman

Ice-cream man

Police department helpers. SVE. color. set of eight, \$8. K-3.

Administering first aid

Roll call

Squad car officers

Police canine patrol

Traffic control officer

Target practice

Crossing guard and patrol boy

Crime laboratory in operation

Safety. Pict-o-graph. Standard Publishing, 8121 Hamilton Ave., Cincinnati, Ohio, 45321. color. \$1.95.

Flannelboard figures that show the do's and don'ts of safety rules.

School friends and helpers. SVE. color. set of eight, \$8. K-3.
 Teacher in the classroom Hearing tester
 Teacher on the playground Custodians
 The principal and her helpers Cafeteria helpers
 School librarian School bus driver

REALIA

Safety kit, a basic knowledge kit. Rand McNally. \$12.50 complete.
 Includes: model intersection and traffic signals, three filmstrips,
 study prints, a teacher's guide with suggested activities, questions,
 and topics for discussion.

Teacher References

BOOKS

- Arbuthnot, M. H. Time for poetry. Scott. 1961. \$5.50.
 Note: "My policeman" by Rose Fyleman. p. 38.
- Association for Childhood Education International. Sung under the silver
 umbrella; poems for young children. Macmillan. 1962. \$1.31.
- Beattie, J. W. The American singer. 2d. ed. Book Two. American Book
 Company. 1954. Note: "Schoolroom helpers." p. 158.
- Bertail, Inez. Complete nursery song book. Lothrop, Lee & Shepard. 1947.
 \$3.70.
- Brewton, John. Index to children's poetry. Wilson. 1942. \$10.
- ____ Index to children's poetry. first supplement. Wilson. 1957. \$6.
- Child Study Association of America, Inc. Read me another story. Crowell.
 1949. \$1.98. K-3.
- ____ Read me more stories. Crowell. 1951. \$2.35. K-3.
- Childcraft. Field Enterprises. 1966. \$89.
- Eakin, M. K. Subject index to books for primary grades. 3d. ed. American
 Library Association. 1967.
 An excellent reference for locating picture books on specific sub-
 jects.
- Ferris, Helen, ed. Favorite poems, old and new. Doubleday. 1957. \$3.32.

Lloyd, Norman. The new Golden song book... Simon & Schuster. 1955.
\$2.99.

Read, Herbert. This way, delight; a book of poetry for the young. Pantheon Books. 1956. \$3.69. 4-7.

Subject index to children's magazines. Merikah Hazen. \$7.50.
A good source for finding articles on specific subjects in the children's periodicals.

Untermeyer, Louis. The Golden treasury of poetry. Golden Press. 1963.
\$4.49.

Werner, Jane. The Golden book of poetry. Golden Press. 1964. \$3.39.

Wessells, Katherine. The Golden song book. Golden Press. 1945. \$1.31.

AUDIO-VISUAL MATERIAL

Guide to Federal safety films and filmstrips. Federal Safety Council, U. S. Department of Labor, Washington, D. C. 1963.

Guide to selected safety education films. rev. ed. National Commission on Safety Education. National Education Association, 1201 Sixteenth St., N. W., Washington, D. C. 1960. \$.50.

Local AAA Club or American Automobile Association, 1712 G St., N. W., Washington, D. C.

National Safety Council, 425 North Michigan Ave., Chicago, Illinois, 60611.

The New York State Police. The first fifty years. 1917-1967. New York State Police, State Campus, Albany, New York, 12226.

A pamphlet which gives a brief account of the founding of the New York State Police and how it grew.

Suttles, P. H., ed. Educators guide to free social studies materials. 7th. ed. 1967. Educators Progress Service, Randolph, Wisconsin, 53956.
Includes films, filmstrips, tapes, scripts, and transcriptions, and other curriculum materials. Has a title, index, a subject index, and source and availability index. May have some useful materials for the teacher to use.

Tapes for teaching catalog. 1966-1967. University of the State of New York. State Education Department. Division of Educational Communications. Albany, New York, 12224.

A publication designed to provide listings of all educational tape programs that are available from the New York State Education Department, Division of Educational Communications.